TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

November/December 1979

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MARTIN LUTHER KING, JR.

. . . also multi-page features
on teaching reading
and teacher burnout

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By Alvin Tresselt, Dean of Faculty

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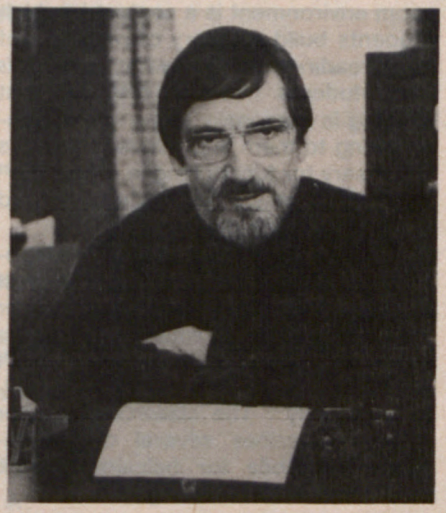

Alvin Tresselt was Vice President and Executive Editor of Parents' Magazine Press, the first editor of *Humpty Dumpty's Magazine for Children*, and has served on the board of the Author's Guild. His 53 books for young readers have sold over two million copies.

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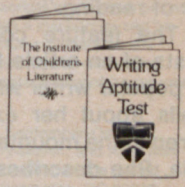

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In This Issue

On our cover, a Bethesda, Maryland, high school student and her teacher plan an observance of Martin Luther King, Jr.'s birthday.

The cover leads into our special feature on the great humanitarian, whose birthday, January 15, is widely observed—but not widely enough, in the opinion of the NEA. By resolution and new business item, the NEA Representative Assembly last summer called for the proclamation of January 15 as a national holiday. In its resolution, the RA "encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons."

The multi-page feature carries quotations from Dr. King, information about Freedom Hall and the Martin Luther King, Jr., Center for Social Change in Atlanta, a chronology of Dr. King's life, and many suggestions of methods and resources for teaching about Dr. King and human rights.

As the cover indicates, this issue also presents two other special multi-page features. Such features enable us to cover in depth topics of wide general interest among our readers. In the past, most issues of the magazine have carried only one multi-page feature.

Our second special feature in this issue is on teaching reading. As the old refrain goes, "Every teacher is—or should be—a teacher of reading."

The feature consists of an article by a popular writer who tells about her experiences with children in the mountains of northern Georgia. She describes the children's reading habits and compares them with the reading habits of suburban children. She writes, "I hope for a future of scaled-down technology and localized, cohesive communities where the schools are healthy and wholesome and full of excited young readers."

Another article in this feature is titled "Developing Purposes for Reading." The authors point out that "the classroom environment is a context in which students build a theory of reading—of what reading *is* and of what reading *is for*. Students need to discover that reading is personally important and interesting to them and, further, that it is necessary for functioning in the world." The article may help teachers to lead students to such discovery.

"Tips for Teaching Reading for Meaning" is the third article in this feature. It is especially aimed at teachers of upper elementary classes, where many pupils "agonize over every word and don't understand most of what they read orally or silently." The classroom-teacher author describes several classroom-tested methods for helping children learn to read for meaning.

The third special feature in this issue is on another topic of wide general interest among our readers—teacher burnout. This feature also consists of three articles.

The first article, titled "The Big Click," describes various causes of teacher burnout, which it defines in this way, "Even if teachers are only vaguely aware of a feeling of exhaustion, their psychological defense mechanisms are sending a poignant and urgent message: 'Get out before you've used yourself up.' Teachers can only give so much before their well of energy drains, and even if their conscious mind isn't aware of it, their subconscious mind will hit them with that message squarely between the eyes."

The causes described include professional disillusionment; feelings of being used by an underpaying school system, self-centered kids, the teachers' own ideals; the new breed of youngsters; new trends and innovations; emotional enervation. However, the author concludes by saying the way to triumph over burnout is by realizing that "we need the energy and enthusiasm of youth, but we also need the experience and wisdom of age just as much."

The second article contains some 16 specific suggestions for preventing burnout—from a daily exercise program to learning to say no.

The third article tells about how a teacher center is helping teachers cope with stress or burnout. Thousands of teachers and administrators have attended the center workshops, which are described in some detail. Further details about the workshops are available from the author of the article.

"Stop Knocking Our Public Schools" is the lead article in this issue. William Greider, a newspaper editor and columnist, writes, "The evidence, as opposed to someone's rheumy recollections, supports me in this audacious claim: The American public schools are doing a better job today than ever before in our national history of providing universal education for our young people, White, Black, Brown, or whatever."

He quotes Arthur E. Wise of the Rand Corporation as saying, "The loss of confidence is not the result of a decline in quality; it is the result of a reemerging conservatism which wants to see the world as worse than it used to be." One of Wise's favorite studies is a statewide sampling in Indiana that matched tenth graders of 1976 against tenth graders of 1944 and found the modern group to be superior—though the '76 class obviously included many of those children, White and Black, who never would have reached the tenth grade in 1944.

This statement by Editor Greider might be labeled an "ammunition" article for teachers trying to answer today's school critics. It might also be an antidote for a teacher suffering from lack-of-appreciation burnout. Relief might be spelled GREIDER!

Other articles in this issue discuss the legal aspects of testing, the life of a classroom teacher, the educational outlook of Vice-President Walter Mondale, and a program of instructional conferences for NEA members. In addition, we present our usual line-up of continuing features.

Remember that the February-March issue will come out in three editions—general, elementary, and social studies. See the overcover of your September-October issue to make sure you'll receive the edition you want. With specialized editions, we hope to meet your special teaching interests even better than we have in the past.

—WAG.

TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

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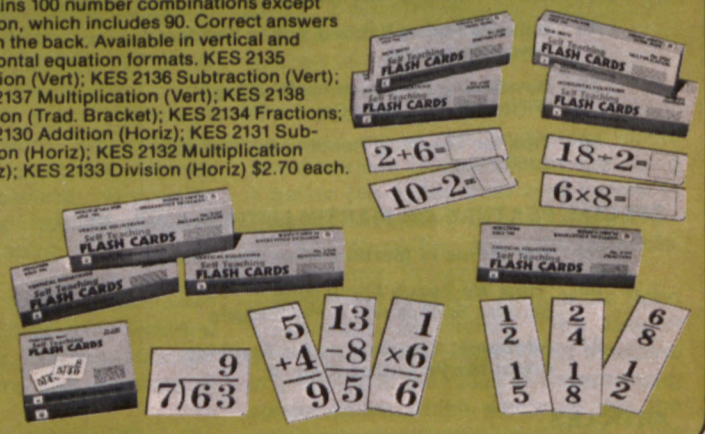

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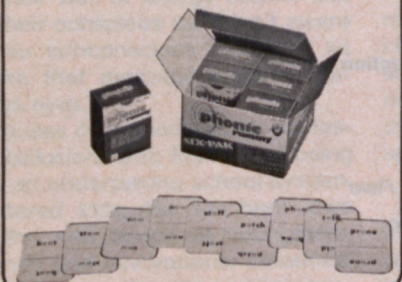

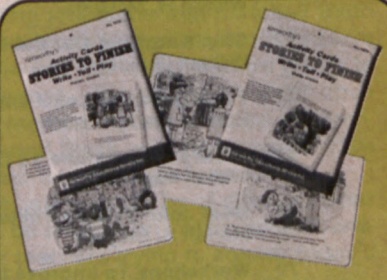

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CIRCLE QUICK-ACTION CARD NO. 19

Editorial

Teacher Burnout

By WILLARD H. McGUIRE
President, NEA.

A major new malady has afflicted the teaching profession and threatens to reach epidemic proportions if it isn't checked soon. It has already stricken thousands of sensitive, thoughtful, and dedicated teachers—teachers who are abandoning the profession. Additional thousands may join their peers, for they fear for their physical and mental health.

What is the malady? It is teacher burnout—a condition that results from stress, tension, and anxiety in its victims. It is caused by the many horrendous problems that plague teachers and that they receive little help in dealing with.

What are these problems? Violence and vandalism, disruptive students, inadequate salaries, involuntary transfers, interfering parents, oversized classes, excessive paperwork, and a multitude of others.

Let's take a closer look at two of these: violence and vandalism.

Physical assaults against teachers are increasing. According to NEA's 1979 nationwide Teacher Opinion Poll, an estimated 110,000 teachers—1 out of every 20—were physically attacked by students on school property during the 1978-79 school year. Another 10,000 were attacked by students off of school property. The 110,000 victims represent an increase of 57 percent over the estimated 70,000 teachers who were attacked during the 1977-78 school year.

Of the teachers who were attacked, an estimated 11,500 required medical attention for physical injuries and an estimated 9,000 required medical attention for emotional trauma. Ten percent had to miss school to recuperate, and they were out an average of two days. (One, however, reported having to miss 30 days).

Ten percent of all respondents thought it likely that they would be physically attacked sometime in the near future. Teachers in the Northeast, in city systems, and in large school systems expressed this fear more often than teachers generally.

In addition to fear of physical attacks, about one-fourth of respondents reported they had had personal property stolen during 1978-79, and about the same proportion said they had had personal property damaged at school.

Violence and vandalism are just two of the many problems teachers face. No wonder fear, insecurity, and anxiety are replacing the joy of teaching. The ultimate result is teacher dropouts. Too many teachers are feeling burned out and ignored. They want to teach. They want their classrooms to crackle with excitement. But they face too many students who won't do their homework and too many parents who say they can't control their children's home study habits and too many school boards who cut supplies and equipment from the budget and too many supervisors who say "live with it" when teachers try to get special help for a disruptive child.

Even the best teachers cannot solve all of a child's problems, but many believe the public expects them to, and they give up teaching in despair. They can't leave a day's problems and frustrations at school. After the school day is over, there are papers to correct, parents to call, tomorrow's lessons to prepare.

As a result, teachers are leaving the profession. A recent Teacher Opinion Poll revealed that one-third of those teaching now wouldn't go into teaching if they could go back to college and start again. Only 6 out of 10 said they plan to remain in teaching until retirement—early or mandatory. The number of teachers with 20 years' or more experience has dropped by nearly half in the past 15 years. There is no clearer indication that teachers are frustrated with teaching and want out.

The NEA is hopeful, however, that once the teacher burnout problem is articulated to the community, it will get the attention it deserves. Then, perhaps, teachers will elect to stay in teaching.

NEA is stepping up its programs to assist teachers and to bring about community understanding of stress-related problems. The NEA Human Relations Committee has been charged with investigating the problems of discipline and of violence toward educators and will report its findings, recommendations, and/or resolutions to the 1980 Representative Assembly for action. A community action discipline kit for use by NEA's affiliates during the 1979-80 school year is part of this call to action. Also, this school year, NEA Instruction and Professional Development will train hundreds of teachers in techniques of classroom management and discipline.

Teachers are eager to work with the total community on this problem, because they realize that solving the problem will require the cooperation of the full community. Teachers need support from parents; school administrators; school boards; and civic, business, labor, religious, and professional societies. If teachers don't get that support, the price may be more than society can afford to pay.

Erik Erikson, a noted psychoanalyst, has said, "The most deadly of all sins is the mutilation of a child's spirit." But perhaps even worse—because a teacher teaches the child—is the mutilation of a teacher's spirit. □

For more information on this subject, see the articles by Robert Scrivens, Dorothy Moe, and Dennis Sparks elsewhere in this issue.

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CIRCLE QUICK-ACTION CARD NO. 2

Trends

White House To Hold First Library Conference

The first White House Conference on Library and Information Services will take place in Washington, DC, November 15 through 19. Its theme will be "Bringing Information to People"; its aim, to help shape policies on public access to and dissemination of information in this country.

The Conference will consider such issues as how libraries can help eradicate functional illiteracy and how citizens can best use such means of getting information as computers, cable television, and video and audio cassettes.

Federal Reform in Education Depends on Cooperation of Teacher Organizations

More and more, federal reform efforts in education will depend on the cooperation of influential teacher organizations as well as on the support of school management. So says a new study on recent trends in teacher collective-bargaining gains in areas other than salaries and fringe benefits. It was conducted by the Rand Corporation for the National Institute of Education.

The study found increasing teacher influence on class size; curriculum; use of aides; and teacher assignment, transfer, evaluation, and promotion. It also found that both teachers and administrators say that better staff morale is the strongest effect of collective bargaining for teachers.

The report, *Organized Teachers in American Schools*, can be purchased for $7 from Rand's publications department at 1700 Main St., Santa Monica, CA 90406.

Court Postpones Florida Literacy Test

A U.S. District Court judge has ordered that the Florida functional literacy test not be made a requirement for a high school diploma until the 1982-83 school year. The judge said that implementation of the test before that time would deprive certain Black students of equal protection of the laws. He pointed out that some Florida school districts have not given Black students adequate opportunities to overcome the effects of inferior education due to past segregation.

According to the NEA Office of General Counsel, the decision also means that Florida students who have fulfilled all present requirements for a diploma except achieving a satisfactory score on the functional literacy test have a property right in graduation with a standard diploma. Consequently, due process requires that they receive adequate notice of the objectives of a test that can result in denial of the diploma.

(For more information on the decision, see the article "Testing and Its Legal Limits—the Florida Decision" by Donald Marion Lewis, which appears in this issue.)

Midwest Needs Teachers in Some Fields

Nine Midwestern states are facing an acute teacher shortage that could become widespread within the next few years, according to a study conducted at the University of Missouri-Columbia. The states are Arkansas, Illinois, Iowa, Kansas, Kentucky, Missouri, Nebraska, Oklahoma, and Tennessee.

The survey found shortages of teachers of mathematics, physical science, biological science, earth science, and vocational/industrial (including agricultural) subjects. Rural areas reported a need for teachers who are certified to teach in more than one subject area.

NEA Research points out that in six of these nine states, the average 1978-79 salary for *all* public school teachers is less than $13,000. In only one of these states was the average salary of teachers above the national average of $15,040.

These facts show that the most desirable response to these evidences of shortages is to improve the attractiveness of teacher salaries.

Teacher Strike Level Was "Normal" in 1978-79

At a total of 176, teacher strikes in the last school year were more numerous than the 152 strikes of the two preceding years but well below the record of 203 set in 1975-76. In a typical year, about 1 percent of the nation's 16,000 school districts suffers a strike.

NEA affiliates conducted 143 of last year's strikes; American Federation of Teachers' affiliates, 29; and American Association of University Professors' affiliates, 4. The strikes took place in 23 states and the District of Columbia, led by Michigan (34), Pennsylvania (22), Illinois (21), Ohio (20), New Jersey (14), and California (12).

Blacks Increasingly Pursue Education

The share of Blacks between the ages of 18 and 24 with high school diplomas increased from 56 percent to 68 percent between 1967 and 1977, the U.S. Census Bureau has reported. The 1977 figure for Whites was 82 percent. Among both Blacks and Whites, 1 out of 3 high school graduates enrolls in college or a university.

A Better Chance (ABC), Inc., reports that the characteristic which is most common among successful Black college students at predominantly White colleges is good academic preparation in an integrated secondary school.

Violence Declines in City Schools

Violence is lessening in some big-city school systems, says the Associated Press, although it is getting worse in suburban and rural districts. Boston, Detroit, Chicago, and Miami report that violence or crime in general in their schools is decreasing. Miami, however, reports an increase in vandalism, and New York and Los Angeles report an increase in gang activity.

Explanations for the decrease range from simple underreporting to the success of such policies as in-school suspension, student self-policing, and stricter school discipline.

Supreme Court Upholds Ban on State's Tuition Tax Deduction

The U.S. Supreme Court has affirmed a federal circuit court decision that declares unconstitutional New Jersey's income tax deduction for tuition in private elementary and secondary schools. The circuit court had found that since most of the deductions would be taken for tuition paid to religiously affiliated schools, they would in fact constitute a large financial contribution from the state to religious organizations.

Textbooks Fail To Cover Holocaust

Not a single textbook in current use by high schools in the United States adequately covers the subject of the Nazi Holocaust, according to an examination of 43 texts by the Anti-Defama-

tion League (ADL) of B'nai B'rith. Even among the five best books, said an ADL representative, "None deals satisfactorily with the causes of the Holocaust or the role of the United States; none has suggested reading for students; only one refers to resistance; one uses the term *genocide* and one the term *Holocaust*; three do not mention the Nuremberg trials; and none refers to the survivors."

The books imply that the United States did not learn of the extermination until American troops captured the death camps. Only four refer to immigration to the United States from Germany before World War II, and of these, the report says, "Three give the impression that our gates were open and that those who wanted to leave Germany were free to come to the United States." The books also omit mention of the 6 million non-Jewish victims of the Holocaust.

Census Bureau Issues School Materials

Every school in the nation—public or private—should receive in November a curriculum package on the 1980 Census from the U.S. Bureau of the Census. Designed for classroom use in the weeks just before Census Day, April 1, 1980, both elementary and secondary versions of the package include exercises for students to take home, so they can share what they've learned about the Census with their families.

The 1980 Census will provide the basis not only for apportionment of seats in the House of Representatives but for distribution of more than $50 billion a year in federal funds and of state funds as well.

The nation's twentieth since 1790, the 1980 Census is expected to count about 222 million people.

Limited Captioned TV for Deaf Is Near

Early next year, deaf and hearing-impaired people in this country will have a chance to enjoy certain television programs through a system called "closed captioning," says the U.S. Department of Health, Education, and Welfare. To do this, however, they will need to buy either decoders for their present TV sets or new sets with built-in decoders, both available from Sears, Roebuck and Company.

The Federal Communications Commission has approved use of Line 21—a portion of the TV broadcast signal—for network closed-captioned broadcasting. By the end of the first year, the Public Broadcasting System will be providing 10 hours a week of closed-captioned programming, and ABC and NBC will each provide five hours.

This new system may affect as many as 14 million people in the United States.

Who Is the Typical Elementary Principal?

The typical elementary principal is 46 years old and a conservative, has a master's degree, and is a Democrat, according to a study by the National Association of Elementary School Principals.

One-fourth of elementary principals have spent at least 10 years teaching at the elementary level. More and more of the principals are men; women's share of the principalships fell from 22 percent to 18 percent between 1968 and 1978. Fewer than 10 percent of the principals are members of a minority group.

Women Get Increased Share of Degrees

In 1976-77, women continued to increase their share of bachelor's, master's, doctoral, and first professional degrees, according to a report issued by HEW's National Center for Education Statistics. The report compares 1976-77 findings with those of a 1970-71 study.

In 1977, women received 46.2 percent of bachelor's, 47.1 percent of master's, 24.3 percent of doctoral, and 18.7 percent of first professional degrees. In 1971, women received 43.4 percent of bachelor's, 40.1 percent of master's, 14.3 percent of doctoral, and 6.5 percent of first professional degrees.

More Schools Now Serve Breakfast

The number of schools that serve breakfast increased from 24,000 to 30,000 between May 1978 and May 1979, according to the U.S. Department of Agriculture. The number of students who eat breakfast at school rose from 2.9 million to 3.3 million. About 85 percent of these students get their breakfasts free or at a reduced price because their families have low incomes.

School lunches are served to 27 million students in 94,000 schools; some 45 percent of them get the meal free or at a reduced price.

Almost Everyone Marries

People in the United States spend most of their adult lives married, and 95 percent are married or will get married at some time, says the U.S. Census Bureau. Granted, the divorce rate has more than doubled since 1960, from 2.2 to 5.0 per thousand, but most of those who get divorced remarry.

The Bureau noted that in 1976 median income for families headed by married couples was $16,271. The median was $16,554 for Whites, $13,280 for Blacks, and $11,969 for families of Spanish origin.

The Bureau's study is entitled *Perspectives on American Husbands and Wives.*

NIAEW To Be Held in November

National Industrial Arts Education Week—November 12-16—aims to focus the attention of the public, business, industry, government, and education on industrial arts educaton. It also aims to convey that industrial arts education is "a vital and intrinsic part of education and is highly beneficial to all students."

The Week is sponsored by the American Industrial Arts Association (AIAA), an affiliate of the NEA, in cooperation with state and local industrial arts education organizations.

For more information, write to Marilyn M. Sharkey, AIAA, 1201 16th St., N.W., Washington, DC 20036.

New York Law Regulates Test Makers

A new truth-in-testing law in New York State requires companies that conduct standardized tests used in postsecondary and professional admissions:

- To disclose all studies of test validity
- To explain to test takers what their scores mean and how they will be reported
- To provide test takers at their request and after their scores have been reported with copies of the test questions, their own answers, and the correct answers.

The law, which goes into effect on January 1, 1980, is seen as a legislative victory for the NEA-affiliated New York Educators Association, which supported its passage.

NEA itself supports legislation to authorize a similar federal truth-in-testing law and, in related actions, is using both administrative and judicial procedures to obtain from the Federal Trade Commission data that the agency collected for studies on the effect of private coaching on Scholastic Aptitude Test scores.

"The kids really enjoyed putting on the skits."
Mrs. Marilyn Ferdinando
6th Grade Teacher, Gossler School,
Manchester, New Hampshire
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Letters

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Teaching Writing

Your special feature on writing (September-October) was invaluable for teachers struggling with the problem of helping students unlock their thoughts and put them in order on paper. I especially applaud the "whole school" approach to writing as a means of teaching students that good writing is valued everywhere—not just in the English classroom.

I've found that the difference between those students who can write well and those who can't is that those who write well are, almost without exception, those who read for pleasure.

Reading helps students to absorb the rhythm of the language, the logic of punctuation, the natural flow of thought, and the richness of words. If we can make reading a pleasurable experience for young children, a recreation which they gladly choose over television, then writing may improve without any special effort.

—Marilyn Duff, *English teacher, Troy High School, Fullerton, California.*

Chinese Education

"A Glimpse at Chinese Education" (September-October) kindled fond memories. I walked parts of that same well-worn path of "foreign friends" in November 1976, when our group of 27 NEA Institute participants visited Kwangchow (Canton).

Despite the political changes in China since Chairman Mao's death in September 1976, it appears that Hua's name has merely been substituted for Mao's in the songs and that Mao's picture has been moved slightly to the side to accommodate the portrait of the new Chairman.

The study and travel with the NEA in China was invaluable. The happy, healthy children in those inadequately lighted, poorly furnished Chinese classrooms created a lasting impression, and we as teachers gained an unforgettable experience which can only add to the quality of our teaching.

—Roberta Whittaker, *third grade teacher, Goodwin School, Old Saybrook, Connecticut.*

Having been a member of the first NEA Institute on Japan/East Asia that visited China in 1976, I was especially interested in "A Glimpse at Chinese Education." The itinerary seems much the same as ours, but the times are very different.

For example, we visited a nursery school where the children were drawing violent posters depicting the destruction of the Gang of Four. And at the teachers college we visited, it was obvious that the only classes in session were staged for us. At our briefing with the faculty, peasants from the countryside did all the talking. The professor of English merely acted as an interpreter, and the other faculty members sat in the back row and said nothing.

Much, it appears, has happened in China since I was there. Hopefully, under the new policies, teachers' talents are recognized, and teachers have been returned to their rightful positions.

—Clarice Andreozzi, *sixth grade mathematics teacher, Round School, Newbury, Massachusetts.*

Cuban Education

I'd like to add some observations of my own to Braulio Alonso's review of *Children of Che* (September-October).

I read *Children of Che*, Karen Wald's detailed book about Cuba, before my own trip there last spring. What I saw there confirmed Wald's book to be an accurate report of the educational system created since the Cuban revolution.

Of course, there was education in Cuba before Castro, but only for some children, due to cost, lack of schools, etc. Cubans are proud of solving some of these problems, and *Children of Che* accurately reflects Cuban enthusiasm.

In the United States, we would not want, nor be able, to copy Cuban solutions to Cuban problems. But in trying to find our own solutions to our problems, it is useful to look at successes of other systems. *Children of Che* provides information that enables us to do that.

—Emily Thomas, *seventh grade social studies teacher, North Junior High School, Romulus, Michigan.*

Teachers and Reading: A Student's View

I happened to see the September-October issue, and I read "Teaching Is Loving Something So Much. . ." by Gloria Chantland. The article reminded me of three teachers I've had who helped get me interested in reading.

I learned to read when I was three, but I thought, What's the use of reading when there's nothing worth reading? Then my primary teacher taught us about the purposes of reading and told us interesting stories and got me started collecting books. She showed me that it is fun to read.

Then in third grade, my teacher started us reading different kinds of books—science, social studies, math, and so forth. Reading was not only fun but informative. She taught us to really get into a book, too. When she said to read the books and tell about them, we *did*. Now when I read a book, I will discuss it with my friends and my family.

Then in fourth grade, my teacher showed me how to use the library—the catalog, the reference room, and the reading room. She told us about the science of books. So now I can explore any subject I want to.

So I agree with Ms. Chantland that getting students interested in reading is very important. I'm glad I had teachers who found ways to get us reading more and more.

—George Varas, *fifth grader, New York City.*

The Holocaust

Thank you for "Teaching About the Holocaust" by Roselle Chartock (February-March). Her suggestions are most valuable and should be followed by every school district in this country.

In my eighth grade English classes, I have found a class reading of the play version of *The Diary of Anne Frank* to be a good way to introduce the subject of the Holocaust.

To help relate the Holocaust to our times, teachers (high school ones espe-

cially) might invite a right-to-life speaker to debate a representative of Planned Parenthood on whether abortion and amniocentesis testing for prenatal defects (so that abortion may be chosen for defective fetuses) do or do not represent a rebirth of the Nazi approach. They will find students riveted to their seats in fascination, especially if speakers come well-prepared and well-recommended.

—Roberta Genini, *English teacher, Fresno, California.*

Evidently both Roselle Chartock and the editors of *Today's Education* are content to teach children only about currently unpopular holocausts such as those involving U.S. Indians, Armenians, and European Jews. Both curiously overlook the greatest genocide of all time. Last year, there were more abortions than live births in many parts of the United States. Certainly, the unborn have become the "Jews" of the latter half of the twentieth century.

—James W. Van Wormer, *social studies teacher, Grand Blanc (Michigan) Community High School.*

As professors of European history, we found Ms. Chartock's article on teaching about the Holocaust generally well done. We would like to recommend several sources Ms. Chartock did not mention that might assist those who teach or plan to teach about the Holocaust.

1. We think the best general history of the tragedy is Lucy Dawidowicz's *The War Against the Jews.*

2. In our opinion, the best general background to the history of East European Jewry and of Jewish-Gentile relations is Bernard Weinryb's *The Jews of Poland.*

For additional material on Gentiles who assisted Jews, teachers might wish to look at Philip Friedman's *Their Brothers' Keepers* and K. Iranek-Osmiecki's *He Who Saves One Life.*

3. The American Federation of Jewish Fighters, Camp Inmates, and Nazi Victims provides a bimonthly newsletter and teaching materials on the Holocaust. Write to the American Federation, 505 5th Ave., New York 10017.

4. The Polish Underground Report on the extermination of Jews was translated and published as a Book-of-the-Month selection in 1944 (*Story of a Secret State* by Jan Karski). It is still available.

—T. C. Radzialowski, *associate professor,* and Maynard F. Brass, *professor, Department of History, Southwest State University, Marshall, Minnesota.*

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CIRCLE QUICK-ACTION CARD NO. 7

Research Clues

By JOHN H. HOLLIFIELD
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Do readability formulas help teachers select appropriate reading materials for students?

They may hurt more than help, according to this essay/review, if teachers rely on them exclusively without taking many other factors into consideration.

Teachers use readability formulas to determine the grade level of reading material. The formulas consider the length of sentences and the number of difficult words and polysyllabic words to determine the level.

The author contends that although the formulas give a general indication of the difficulty of reading material, they are not much help in judging other key factors that affect whether children can read and comprehend material. These include the vagueness and ambiguity of ideas in the selection, the lack of transition between thoughts, the clarity of examples, and the inclusion of irrelevant material. Also, the formulas cannot measure to what degree teachers help students read the material or how well-motivated students are to read. Moreover, they cannot provide measures of the amount of humor in the material and how well the material links abstract concepts to familiar ones—two factors that previous studies found very significant in determining readability.

See Anne Campbell. "How Readability Formulae Fall Short in Matching Student to Text in the Content Areas." *Journal of Reading* 22: 683-89, No. 8, May 1979.

Do teachers give students decision-making responsibilities?

Yes, according to this survey that nearly 150 elementary and secondary teachers in 34 states responded to. The survey found that teachers provided decision-making opportunities for students in all types of classrooms and schools.

The survey report contains comments from the teachers on why they provide decision-making responsibilities for students and brief descriptions of 128 of the activities that the teachers employ. These activities range from allowing students to choose their own textbooks to allowing them to contract for grades. The report gives the name and address of each teacher who uses an activity that is listed, so readers of the report may contact them directly for more information about the activity.

The author's purpose in conducting the survey was to gather information that can be used to guide research on the structure and sequence of opportunities for students to make decisions and the effect of this on their academic and affective development.

See Joyce L. Epstein. "Field Search: Practitioners Inform Research on Authority Structures." The Johns Hopkins University, Center for Social Organization of Schools, Report No. 277, May 1979.

How can integrated schools improve race relations among students?

Assigning students to work and play together in mixed racial groups is the best way to improve their racial attitudes and behaviors, according to this study of data gathered from 2,384 students in 51 high schools.

The authors examined four school practices thought to affect racial attitudes and behavior of students:

- Conducting human relations workshops for teachers and principals on the premise that improving teacher and principal attitudes and behaviors would improve student attitudes and behaviors
- Attempting to improve the image of minorities by providing minority history classes, portraying minorities in positive roles in textbooks, and having students discuss race relations in class
- Using achievement grouping either within or between classes
- Assigning students to work and play in mixed racial groups. This last practice had by far the strongest positive influence on students' attitudes and behaviors.

The authors point out the logic of their findings—very simply, students who work and play with members of another race are far more likely than those who do not to have positive relationships with them.

See Robert E. Slavin and Nancy C. Madden. "School Practices That Improve Race Relations." *American Educational Research Journal* 16:169-80, No. 2, Spring 1979.

Can affective education help underachievers increase their academic achievement?

Underachieving fourth, fifth, and sixth grade students in this study showed increased reading achievement after participating in a 15-week program of affective education, compared to a control group of underachievers who did not participate. The program consisted of a small-group counseling session one hour per week in which students engaged in a variety of techniques and exercises.

At the end of the program, the participating students reported that they felt more emotionally stable, more venturesome, more vigorous, and more warmhearted than the control students reported they felt. They also showed significantly greater increases on the total reading score of the Comprehensive Test of Basic Skills (CTBS) Form 5, than did the control students.

The goal of affective education is to increase students' understanding of human feelings and behavior and develop students' ability to get along with others. The authors felt that problems in the affective area could cause some students to underachieve in the academic area.

The authors acknowledge some weaknesses of the study:

- Dependence on students' self-evaluation of their personality characteristics (a common weakness in many studies because self-evaluation data are the easiest to collect)
- Only one counselor was involved in the study, so the positive effects cannot be definitely attributed to the program—counselor effectiveness may have affected the changes.

Still, the results suggest that affective education can be beneficial for underachievers both academically and affectively. The next stop for the authors is to test which techniques and exercises produce which results. Then other schools can use the successful ones with some confidence about the effects they will produce.

See Peter R. Kilmann, Susan E. Henry, Harold Scarbo, and James E. Laughlin. "The Impact of Affective Education on Elementary School Underachievers." *Psychology in the Schools* 16: 217-23, No. 2, April 1978.

(continued on page 16)

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Research Clues

(continued)

What are the characteristics of teachers who are leaders in their schools?

This study of 244 teachers in 10 Chicago schools found that certain teachers were recognized as leaders in their schools by other teachers and by the principal and that these teachers had clearly distinguishable characteristics. Of the 244 teachers in the sample, 62 were rated, with high agreement among teachers and principals, as influential teacher leaders.

Compared to their colleagues, teacher leaders are more likely to have the following characteristics: the capacity to bring about moderate change in the school, exceptional knowledge of curriculum and instructional skills, a more positive relationship with students and with adults involved with the school than their colleagues. They communicate with other teachers more frequently than do their colleagues. Also, compared to their colleagues, they are older, have reached a higher level of formal education, have more teaching experience, and have been at their current school longer.

See Geraldine O. Brownlee. "Characteristics of Teacher Leaders." *Educational Horizons* 57: 119-22, No. 3, Spring 1979.

How are career educational programs affecting student outcomes?

This study synthesizes the results of separate evaluations of 47 career education programs in grades K to 12, located all over the country. As a whole, the evaluations suggest that the programs succeed in increasing students' knowledge about careers as well as their ability to make decisions relative to careers, but show little evidence of having effects on their self-esteem, their attitudes toward school, or their interpersonal skills. The programs also seem to strengthen youngsters' desire to work and, in selected instances, show very positive effects on their reading and mathematical achievement.

See Deborah G. Bonnet. "A Synthesis of Student Impact Evidence from Forty-Seven Career Education Programs." *Journal of Research and Development in Education* 12: 75-83, No. 3, 1979.

Teacher Opinion Poll

Standardized Tests

About three-fourths of the teachers who responded to NEA's Nationwide Teacher Opinion Poll in the spring of 1979 feel that the scores on group standardized achievement tests often become an end in themselves rather than a means to accomplish sound educational purposes. They feel, furthermore, that if their school system stopped using all group standardized achievement tests, the change would have little, if any, effect on their teaching.

Many teachers believe that scores from group standardized achievement tests can be useful in diagnosing individual student learning needs. They are also convinced, however, that such tests—

- Should not be used to determine whether a student is promoted or retained.
- Are not valid measures of teacher effectiveness or the quality of education in schools.
- Are not valid for students who are economically, socially, or culturally disadvantaged.

About half of the teachers feel the scores on group standardized achievement tests usually measure student achievement in the content taught, but about two-thirds feel that such tests do not measure many of the really important aspects of a student's progress.

Regardless of how they feel about these tests, three-fourths of the respondents think teachers should be able to attend courses on how to use the scores.

Teachers report more use of standardized achievement tests than of standardized aptitude or intelligence tests and less use of interest tests than of the other three. Teachers consider achievement tests more helpful in teaching than the other kinds of standardized tests.

—NEA Research.

ILLUSTRATION CREDITS

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The Teacher and the Law

Sex Equity in Education

When Title IX of the Education Amendments of 1972 was passed, educators viewed it as a major asset in the effort to gain sex equity in education—including equal treatment for employees in that field. The law prohibits sex discrimination in all educational institutions and programs that receive federal funds.

In practice, however, teachers have found that the law has delivered less than its language implies. Any teacher wanting to file suit under the statute has until recently faced two fundamental obstacles.

- First, federal district and appellate courts consistently held that Title IX offered individuals only an administrative remedy, not a judicial one. Individuals could, the courts said, file complaints with the Department of Health, Education, and Welfare, but the law did not give them the right to sue, that is, the right to go to court and seek retribution.

Although some complainants did obtain redress by pursuing administrative procedures, many had trouble getting HEW to respond adequately and expeditiously to their complaints. In addition, the only penalty HEW can inflict on an offending party in a Title IX complaint is to cut off its federal funds, a severe measure the agency has yet to impose.

- Second, federal courts have persisted in ruling that when Congress passed Title IX, it meant to cover only students—not teachers or other employees—in federally funded institutions and programs.

Obviously, either of these judicial readings of Title IX is sufficient in itself to cut off would-be employee plaintiffs from the courts. Together, they have formed a major barrier to teachers who have sought court relief from a court under Title IX.

Legal questions, however, do eventually get answered when the U.S. Supreme Court agrees to hear an appropriate case. A case involving the first obstacle—the need to establish the individual's right to sue—did reach the High Court. A student, Geraldine Cannon, brought the case, but its outcome was good news for teachers as well as students. In May 1979, the U.S. Supreme Court ruled in *Cannon* v. *the University of Chicago* that Title IX does indeed include an implied private right of action.

In the suit, Geraldine Cannon charged that the admissions policies of the medical schools at the University of Chicago and Northwestern University discriminated against her on the basis of her sex. The Seventh Court of Appeals had ruled that Cannon could not file suit under Title IX privately, even assuming the validity of her charge. The intent of Congress was, it said, to enforce Title IX via HEW administrative channels.

When the case reached the Supreme Court, however, it found, "The award of individual relief to a private litigant who has prosecuted her own suit is not only sensible, but is fully consistent with—and in some cases even necessary to—the orderly enforcement of the [Title IX] statute."

According to the Court's six-to-three opinion, "... it makes little sense to impose on an individual, whose only interest is in obtaining a benefit for herself, or on HEW, the burden of demonstrating that an institution's practices are so pervasively discriminatory that a complete cut-off of federal funding is appropriate."

Unfortunately, teachers can make very little use of this private right to sue since all the courts that have rendered decisions on the employment coverage issue—three federal appeals courts and nine federal district courts—have held that Title IX does not cover employment.

Even though the Supreme Court has yet to decide an employment coverage case, the impact of the lower court decisions is being felt nationally. One of the dangers of the growing case law in this area is the tendency of each court to rely on an earlier decision in arriving at its own decision.

In these employment coverage cases, the initial appellate decision, in the First Circuit, cited the findings of district courts, and the subsequent appellate courts looked to the First Circuit for guidance. The courts concluded that since Title IX includes no explicit mention of employment and since other equal opportunity laws had been specifically amended to cover teachers at the time Title IX was passed, Title IX must be interpreted as excluding such coverage.

The plaintiffs in these employment coverage cases have not been individual faculty members, but school districts. These districts have gone to court charging HEW with exceeding its authority when it enforces Title IX regulations that assume that employment is covered. (HEW is, of course, the agency that wrote the Title IX regulations.)

Thus the effect of the adverse court decisions is to invalidate HEW Title IX regulations in the jurisdictions in which these court decisions come down. When such a judgment emanates from a federal court of appeals, the entire circuit, usually including a number of states, thus loses HEW Title IX coverage.

At press time, education employees in the following circuits find they have lost Title IX coverage: the First Circuit (covering Maine, Massachusetts, New Hampshire, Puerto Rico, and Rhode Island); the Seventh Circuit (covering Illinois, Indiana, and Wisconsin); and the Eight Circuit (covering Arkansas, Iowa, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota). In addition, cases involving Title IX regulations are now pending before six district courts; the Fifth Circuit Court of Appeals (covering Alabama, the Canal Zone, Florida, Georgia, Louisiana, Mississippi, and Texas); and the Ninth Circuit Court of Appeals (covering Alaska, Arizona, California, Guam, Hawaii, Idaho, Montana, Nevada, Oregon, and Washington).

HEW's Office for Civil Rights (OCR) prefers not to appeal any of the circuit court decisions to the Supreme Court until it has at least one favorable opinion to cite. With its hands tied in so many regions and fearing that further enforcement of its employment regulations will only provoke more suits, HEW is now embarking on a strategy that will use its Title IX regulations prohibiting discrimination against students to combat discrimination against employees.

The new policy, not yet formally stated at press time, but openly discussed by OCR officials, would require that employment discrimination that has demonstrable impact on students come under Title IX coverage. HEW has previously—and successfully—used this theory to cover employment under Title VI of the 1964 Civil Rights Act, which specifically excludes employment from its bailiwick.

In informal discussions, HEW lawyers

have speculated that the need to demonstrate impact on students under this new Title IX employment theory might create more difficulties for teachers than would clear-cut coverage of employment discrimination. Such a requirement would make it harder for teachers both to prove charges of sex discrimination and also to receive back pay and denied fringe benefits even when they prove their case.

The National Education Association, as well as other organizations concerned with the rights of women educators, has argued that unfair treatment of any individual in a school system creates a discriminatory atmosphere for all—and thus that unfair treatment of teachers affect students. It has urged HEW to interpret the policy as granting the fullest protection to employees of federally funded education programs. NEA hopes that the final policy incorporates these considerations.

The problems encountered with Title IX hardly sound the death knell for sex equity for educators. Only three of the 11 circuit courts of appeals have ruled on the employment coverage issue, and no final decision has been rendered by the Supreme Court. HEW will continue to accept Title IX complaints about discrimination that affects students, and if the courts reverse themselves on these decisions, teachers now know that under *Cannon* they will have the right to pursue their claims through private litigation. (Under the United Legal Services program, state education associations and the NEA DuShane Fund continue to support Title IX claims both in court and in HEW.)

Equally important, state and local laws continue to provide educators with administrative and judicial channels for remedying complaints about sex discrimination. And despite the possibility that Title IX coverage with respect to employment will be limited, strong federal laws are on the books in the form of the Equal Pay Act and Title VII of the 1964 Civil Rights Act. (See this column in the April-May 1979 issue.)

It is hoped that court decisions will eventually reflect the obvious—that nonsexist education only takes place in nonsexist school systems.

—Barbara Stein, *NEA Teacher Rights.*

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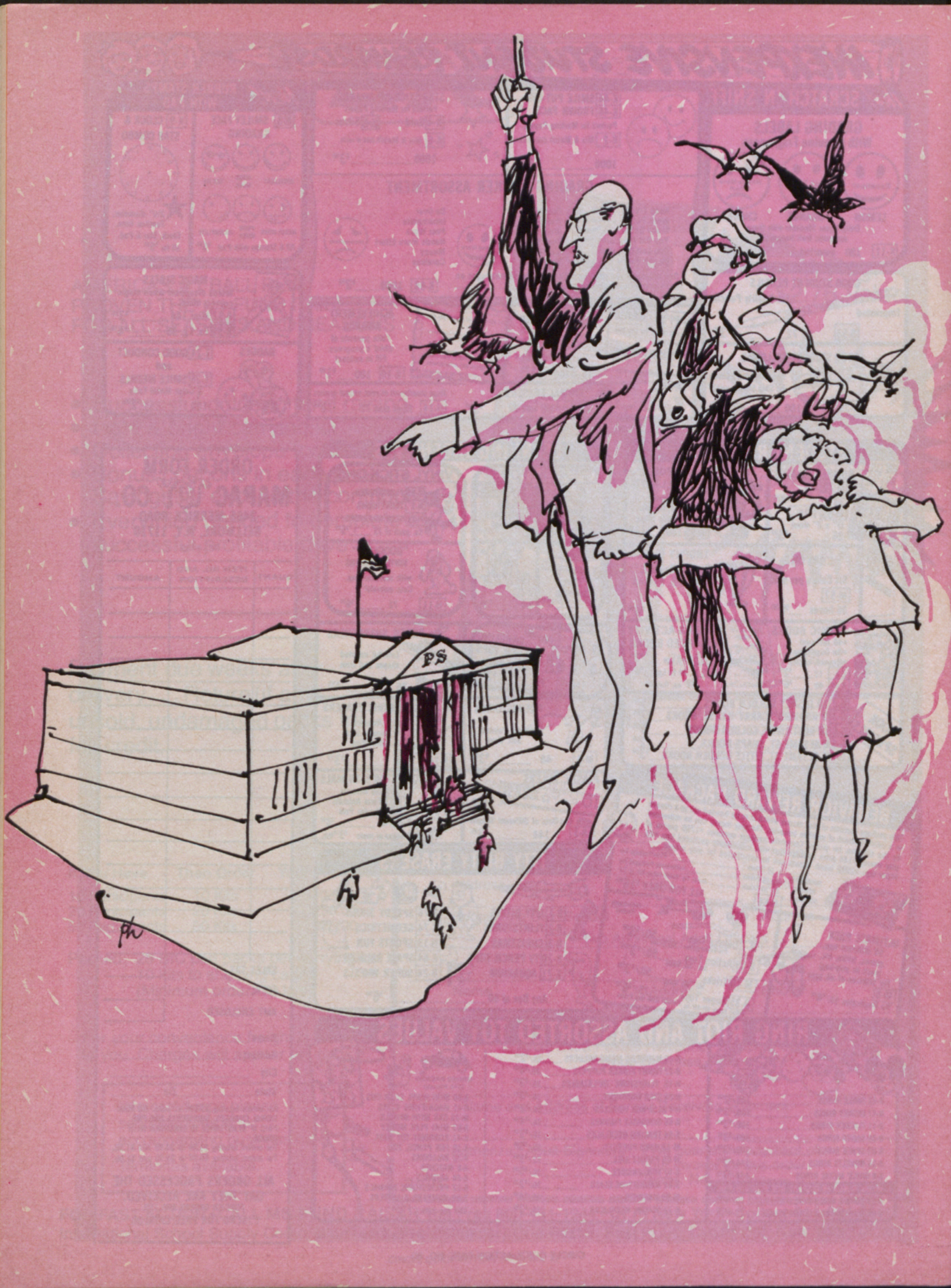
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Every true American loves the familiar story of struggle and triumph by a group from the ethnic underclass—the Irish, the Italians and Jews, the Chinese, and, now, the Koreans. I have discovered another ethnic group whose struggle should be celebrated.

In one generation, these people overcame many of the educational inferiorities imposed on them for centuries. They tripled the number of their young people who graduate from high school. They broke down barriers to higher education and dramatically narrowed the gap with other more fortunate American children. They reached for equality—a ridiculous goal, considering their tragic history as a people—and progress has been breathtaking.

STOP KNOCKING OUR PUBLIC SCHOOLS

I am talking about America's native-born Black citizens. A few months ago, on the twenty-fifth anniversary of the Supreme Court's *Brown* decision, instead of this triumphant message, we heard a chorus of gloom—from Black leaders, of all people. Vernon Jordan of the Urban League said, in so many words, that nothing has changed in 25 years. James M. Nabrit, a beacon lawyer who argued one of those landmark civil rights cases, denounced the public schools as failures. And so on, with others.

Personally, I am sick and tired of people beating up on the public schools. I think it is a form of scapegoating, a variation on the old game called "blaming the victim." I suspect some critics use *public schools* as a new code word for racial slurs. Most tragically, beating up on public schools serves the interests of those who wish to suppress social change, who want the poor and unwashed to stay in their place, scrubbing floors and shooting dope, tucked out of the way so the rest of us can go on enjoying the more luxurious life of modern America.

By WILLIAM GREIDER
Editor of "Outlook," the editorial and opinion section of the Sunday Washington Post.

At the risk of losing all open-minded readers, I admit my deep personal biases on this subject. I grew up in a family committed to public schools, committed in a way that nobody ever needed to articulate at the dinner table. My mother taught; among her pupils were poor children in a city slum. My father served for years on a community school board. My aunt was a teacher. So was my sister. My grandfather struggled up from uneducated poverty, thanks to the free common schools of prairie Kansas, and he became a learned high school teacher. In the curious manner of these things, my wife's family has a similar profile—an abundance of teachers and school board members.

So I confess when I hear glib generalizations about the hopelessness of public schools, somewhere deep in my psyche I feel as if my family is being beaten up, and I get angry.

Now I hope the critics of the public schools will examine their own biases. How many are motivated, perhaps, by pretensions of class superiority or by racial fears? How many suffer from that social petulance that is really a contempt for children, including their own?

But let's stick to the facts. The evidence, as opposed to someone's rheumy recollections, supports me in this audacious claim: The American public schools are doing a better job today than ever before in our national history of providing universal education for our young people, White, Black, Brown, or whatever.

The facts, for example, describe an educational revolution among Blacks. In 1950, only 1 of every 4 Black children finished high school in America. Imagine: only 1 out of 4. The rest dropped out and, with rare exceptions, assumed the menial stations the society reserved for them—stoop labor.

Today, 3 out of 4 Black children complete high school. Consider the social meaning of the change: In 30 years, the public schools have opened to a huge underclass of young people. Will anyone argue that this generation, now completing high school, is behind those children who, a generation ago, quit in the seventh or eighth grade? I would like to see the evidence for that.

This educational upheaval affected White children, too. In 1950, only 56 percent of White children completed high school. Does that shock you? It shouldn't. Poor Whites in America have always outnumbered poor Blacks. Today, about 85 percent of White children graduate from high school. Are they no better educated than their fathers and mothers who quit school in adolescence, many of them going, like poor Blacks, to the bottom rung on the economic ladder? Show me the study proving *that*.

Anyone looking at such statistics will see, of course, that young Blacks did not completely close the education gap with Whites. But their progress is clearly more dramatic than that remaining gap. It translates, with the aid of the Civil Rights Movement and federal money, into an even more remarkable change in higher education—a

crude parity, not perfect but certainly a watershed of deep social significance. Black enrollment is now about 13 percent of the college-age population—roughly equivalent to the Black share of the overall population. Yes, a good number of these Black students are in two-year community colleges, but that is a level most Blacks never had a prayer of reaching a generation ago.

Again, it helps to remember what the past was really like—not how some people like to remember it. In 1960, there were 435 Blacks in White colleges in the South. Today there are well over 100,000. That represents real social change, which raises the same question: Are these children no better educated than the earlier generation?

At this point, the critics may say, "Yes, but. . . " The but leads to the muddled question of quality—How much are these children really learning? Aren't some high schools graduating illiterates, kids who can't read or write adequately? Yes, some high school graduates are illiterate. Yes, that is a scandal, one that ought to provoke outrage and reform.

But concentrating on this disturbing reality, as if it were typical, is profoundly misleading. In general, the quality of student performance is as good or better today than it was a generation ago. On achievement tests, today's children on the average do as well as or better than their parents did—if their parents were in school at all.

A serious performance gap remains, of course, between Black and White, between rich and poor, though the racial differences are narrowing in basic skills. In any case, if you think about it, there will always be gaps on achievement scores between different students—unless you can imagine an America in which all children are born with precisely the same brain cells or talents or grow up in identical environments.

Arthur E. Wise of the Rand Corporation is one of a number of scholars who have studied the array of test results and concluded that the news chiefly is good, not bad. Since the Rand Corporation is not exactly a bleeding-heart think tank, inclined to wishful thinking as I am, Wise's conclusion is valuable: "The loss of confidence is not the result of a decline in quality; it is the result of a reemerging conservatism which wants to see the world as worse than it used to be."

One of Wise's favorite studies is a statewide sampling in Indiana that matched tenth graders of 1976 against tenth graders of 1944 and found the modern group to be superior—though the '76 class obviously included many of those children, White and Black, who never would have reached the tenth grade in 1944.

Nevertheless, the new "conservatism" has produced the current back-to-basics hysteria, a trend which is likely to hurt more children than it helps. The back-to-basics formula will make school more boring than it already is, more geared to the safest and lowest-common-denominator Dick-and-Jane rote drills. Everybody, by God, is for reading, writing, and arithmetic, so let's cram them into pupils' hard little skulls. Most children will hate this. So will most teachers. But public anger must be served, however misguided. A few years hence, the schools no doubt will produce the back-to-basics test scores to show they have solved some problem.

Meanwhile, tests already show that children, White and Black, North and South, have been improving on basics, reading, writing, and math. The National Assessment finds the most striking gains among nine-year-old Black kids. This is significant because that's where the feds have spent most of the money—on helping younger children from poor families in the early years of schooling.

Indeed, the most serious problems reflected in the national testing are the opposite of rote skills: Students finishing high school show a declining ability to grasp complex ideas, to draw abstract inferences from diverse information. When you think about the complexity and change in their futures, that's a scary educational problem. But, unfortunately, the critics are stampeding the schools in the other direction.

Who should be blamed for this wrongheadedness? I would start with the school people, who are notoriously inept at defending themselves. They turn and run before every gust of public discontent. They conceal better than they explain.

Or you can blame the newspapers. I do. And I plead guilty myself to participating in that strange value system that finds failure more interesting or important than success.

But the problem with newspapers is not really good news versus bad news. Newspapers, by their nature, are constitutionally opposed to history. They are quite good at taking snapshots of today or yesterday but they are incapable of looking backward and asking how the snapshot fits into a continuum of events, the complicated story of people changing over time. Today's outrage looks more outrageous if you have forgotten yesterday's.

In any case, as Wise noted, there is an audience out there that wants to hear this message of failure. (Interestingly, though, public opinion surveys indicate that citizens with children in the public schools—with their own channel of information independent of the news media—have a much higher opinion of the schools than do others.)

The belief in decline is really a public value statement, one that often implies that Black children or poor children cannot improve themselves. If education makes no difference, why bother? The children, of course, hear the same message.

Does that make the gloomy Vernon Jordans into unwitting spokesmen for conservatism? I think it does. It makes someone like the Reverend Jesse Jackson, corny as he sounds, a revolutionary, because Jackson's message to young Blacks challenges the "illusion of inevitability," as one social philosopher calls it. The illusion of inevitability is a principal barrier to social justice because it convinces the downtrodden, no matter how deep their pain, that nothing will improve their low status.

The continuing rage of Black leaders, I believe, is aimed at the wrong target. In general, it was not the schools that failed the last generation of Black children. It was the rest of society that disappointed the newly educated, that failed to provide the jobs and income that were promised when those young people were urged to stay in school. □

This article has been excerpted with the publisher's permission from "Stop Knocking Our Public Schools" in the June 3, 1979, issue of the *Washington Post*.

Testing and Its Legal Limits–the Florida Decision

SECOND IN A SERIES OF ARTICLES ON TESTING

In 1976, Florida enacted the Educational Accountability Act, a statewide program of student assessment. Among other things, the Act required high school students, starting with the class of 1979, to demonstrate "satisfactory performance in functional literacy" as a condition for receiving the traditional high school diploma. A "functional literacy test" (FLT) was developed to measure this proficiency and administered for the first time to eleventh graders in October 1977.

The FLT was not a traditional achievement test of academic skills. It sought, rather, to determine whether students could successfully apply basic skills to everyday life situations. It assessed, for instance, whether students could comparison shop, compute interest on a loan, or read a road map.

The class of 1979 had three opportunities to pass the FLT. High school seniors who failed the test on all attempts would receive a "certificate of completion" in lieu of a diploma.

Florida's program—and others like it in other states—was viewed as a panacea for perceived underachievement and social promotion in the public schools. But this past summer, a federal district court paralyzed Florida's program. The court found the program's implementation too hasty and too discriminatory to satisfy constitutional standards of fair play.

In October 1978, a group of Black students who had failed the FLT the previous year sued the state commissioner of education. They argued that the test requirement for graduation unfairly discriminated against minorities who had for years been victims of segregation in Florida schools. They also claimed that students on the verge of graduation were not given sufficient warning of the new standards.

After a four-week trial, U.S. District Judge George C. Carr issued a decision in fundamental agreement with the plaintiff's claims. He halted implementation of the diploma standards until the 1982-83 school year. As a result, some 4,800 students (72 percent of them Black) were spared the loss of their diplomas.

The implications of the Florida litigation—*Debra P.* v. *Turlington*—on the future administration of competency testing programs in education will be substantial. Judge Carr's decision was the first official statement on the limits federal civil rights law places on such testing. What his ruling says—and what it does not say—is the subject of this discussion.

Minority groups may be skeptical about minimum competency testing—but for good cause. History demonstrates that "literacy" tests were often used to exclude Blacks from polling places and job opportunities.

The results of the first administration of the FLT confirmed fears that Black pupils would suffer a disproportionate injury under Florida's new standards: 78 percent of them failed the test compared with 25 percent of their White peers. More Blacks passed the test on later tries, but by commencement day, nearly three-quarters

By DONALD MARION LEWIS
Attorney, Civil Rights Division, U.S. Department of Justice.

of those who had not yet met the functional literacy standard were Black, even though Blacks represent only one-fifth of public school students in the state. While many Black parents had no objection to testing basic skills, many wondered whether the intended outcome of these tests for their children was a "Jim Crow diploma" rather than improved instruction.

The Fourteenth Amendment guarantees to each citizen "the equal protection of the laws." Since the U.S. Supreme Court's 1954 decision in *Brown* v. *Board of Education*, states have been required to provide equal educational opportunity without regard to race. Still, the Constitution guarantees equal laws, not equal results. In the 1976 case of *Washington* v. *Davis*, the Court made it clear that a state-imposed testing requirement does not violate the equal protection clause just because it has a disparate *effect* on minorities. There must be proof that the *purpose* of the testing is to disqualify minorities. Even if state authorities know that Blacks will fail at higher rates, there must be proof that they acted "because of," not merely "in spite of," that effect.

The burden of proving discriminatory purpose is a heavy one. During the Florida trial, Judge Carr was confronted with evidence that the Florida Department of Education had "first-hand knowledge" of the FLT's impact on Black students. The evidence, however, was not sufficient proof that the motivation behind the diploma standards was "because of" the anticipated failure rate among Blacks.

But the argument does not end there. Another principle of constitutional law holds that once a state has acted with discriminatory purpose in the past, it cannot absolve itself from responsibility for any current inequality attributable to that prior unlawful conduct. The Supreme Court has consistently ruled that school districts which have previously practiced unlawful racial segregation are now under a continuing duty to dismantle their dual systems and remedy any effects of their conduct. This includes the duty *not* to take any action which perpetuates the effects of that prior discrimination.

Florida's commissioner of education conceded in court that there is a link between the performance of Black students on the FLT and the inferior education they had received earlier in segregated schools. Statistical evidence presented during the trial supports this observation: Because of segregated schools, race, more than any other factor, including socioeconomic status, is a predictor of success on the test. Other evidence shows that Florida school districts still have far to go in eliminating all vestiges of past segregation.

Other federal courts had previously ruled that classroom placement based on standardized test scores is a violation of the duty to remove the effects of segregation where disproportionate numbers of Black students are assigned to lower instruction levels. The judges in these cases reasoned that it would be constitutionally offensive to resegregate the victims of discrimination because of their underachievement on allegedly "neutral" test instruments. Such ability grouping would be permitted, however, if school authorities could demonstrate that the assignments promised better educational opportunities. This approach places the legal focus where it should properly rest: whether the testing program at issue can reasonably be said to benefit the student's educational growth.

The injuries imposed by competency testing plans adopted without sensitivity to the remedial needs of Black students who began their schooling at a disadvantage are readily apparent. Not only will these students be stigmatized by a lesser certificate, but they will also be without a guarantee of further instruction and will lose opportunities for future employment and higher education as well. This injustice, inflicted disproportionately on Black Floridians, compelled Judge Carr to delay the competency-based diploma requirement for four years. He permitted, however, the assignment of those who failed the FLT to remedial classes, which, though racially imbalanced, offer a fair chance for compensatory education.

It is uncertain whether the court-ordered moratorium will be sufficient to erase the racial disparities in Florida's test results. The court can, at a later date, extend its decree if the "taint" of past segregation is still present. Its supervision, however, cannot go so far as to guarantee parity in test outcomes, which can be affected by many factors that have their source outside the school system. Federal civil rights law does, however, authorize the court to demand that school authorities demonstrate that racial disparities in educational outcomes are not the result of inequality in the instructional programs they offer. Where the state is responsible for unequal results, the federal judiciary has a duty to require caution in the adoption of proficiency standards capable of inflicting long-term harm on minority students.

Students—both Black and White—who have progressed through grades nine or 10 should not be subjected to new graduation requirements, particularly those based on performance or standardized tests which purport to measure "survival skills" which may not have been part of their classroom instruction. In Florida, the functional literacy requirement was legislated in mid-1976. The state board of education approved proficiency standards in April 1977, six months before the first administration of the test to eleventh graders. These students had only two months of instruction in the tested skills available to them prior to the first sitting for the FLT. Only 13 months intervened between the time those test results were released and the final administration of the test in April 1979 for the then senior class.

In the meantime, no central authority monitored the 67 school districts, otherwise autonomous in curriculum matters, to determine if pupils were receiving the education necessary to pass the test. As one witness put it during the Florida trial, "The functional literacy program was a test looking for a plan of instruction."

While it is one thing to suggest that a new diploma standard is unfair, it is another to suggest that it is *so* unfair that it violates a student's constitutional rights. No state, says the Fourteenth Amendment, "shall deprive any person of life, liberty or property, without due process of law." The due process clause requires state officials to adhere to rules of "fair play" before taking away from an individual something of value. To determine to what extent this constitutional precept is implicated by

state-mandated educational testing requires analysis of two distinct issues. First, is the interest of the individual at stake an interest in "life, liberty or property" to which due process is applicable? And if so, what "process" is due?

No student has a constitutional "right" to a high school diploma without some demonstration that he or she has earned it. This is not to say, however, that the student does not have a constitutionally protected interest in a diploma, an interest at least sufficient to prevent school authorities from arbitrarily denying the diploma without some explanation. The Supreme Court, in its 1975 decision in *Goss* v. *Lopez*, observed that students had legitimate claims of entitlement to a public education sufficient to require notice and an informal hearing prior to a disciplinary suspension. The protected interest is twofold. There is a property interest in the benefits of public instruction. In addition, there is a liberty interest in freedom from state-imposed stigma and in freedom to pursue a livelihood, which might be foreclosed by charges of misconduct or academic censure.

The same constitutional protection arising from the right to receive public education must extend to the benefits and rewards associated with the instruction. The most valuable evidence of that instruction is the diploma. This certification of educational attainment is a hunting license for higher education and meaningful employment. Its loss or denial—particularly when coupled with a label of "functional illiteracy"—not only inflicts opprobrium, but also makes effective entrance into the job market nearly impossible. Probably the most legally innovative ruling by Judge Carr in the Florida case was his recognition that the entitlement to a high school diploma implicates both property and liberty interests safeguarded by the due process clause.

The next question remains: What process is due? The traditional view of due process has been that it requires those affected by government action to be accorded notice and an opportunity for a fair and impartial hearing. While this "trial" model of due process fits readily in the context of the threat of suspension of a misbehaving student, it is less appropriate when issues of academic evaluation are involved. Trial-like procedures, including live testimony and cross-examination before a "judge," can hardly be efficient means of "grading" students. They would contribute little to the accuracy of academic judgments and, in any case, would intrude too heavily on the operation of public education.

While Judge Carr agreed that evaluation of a student's performance was foreign to judicial expertise, he concluded that the issue raised in Florida was far broader: whether a statewide testing program with a diploma sanction could be implemented without adequate notice to students for whom additional time may be required to identify and remedy deficiences in fundamental skills. He decided that the implementation schedule was too short to provide sufficient notice required by the due process clause.

The state's assertion that linking the test score to the diploma was a necessary prod to encourage students to take the test seriously did not compel a different conclusion. Said the court, "While the denial of the diploma has a certain value, its application in the instant case would be analogous to asserting that the immediate incarceration without a trial of an individual upon the suspicion of the commission of a crime would have a deterrent effect on other potential offenders. No doubt it would. But in our country, the Constitution, including the due process clause, stands between the arbitrary government action and the innocent individual."

If a test instrument is faulty, students who are proficient may still unfairly suffer the loss of their diplomas, even if the requirements of the equal protection and due process clauses are otherwise met. Clearly a test should measure accurately what it purports to measure. But when can a lawyer properly argue before a federal judge that a testing program violates civil rights law because the test does not meet professional standards of reliability and validity?

Educational testing has not been immune from judicial scrutiny. Racial or cultural bias has been the touchstone for challenges to standardized tests, particularly those which claimed to measure intelligence but in fact reflected socioeconomic factors which had nothing to do with innate ability. And, as noted above, courts have on occasion barred the use of standardized tests for ability grouping or placement in special education classes where minority students were disproportionally affected.

But without clear evidence of bias, courts have declined to require much of test developers. (One exception is in the area of employment discrimination, where Title VII of the Civil Rights Act of 1964 prohibits the use of tests for job applicants unless they are validated to demonstrate job-relatedness.) In the Florida lawsuit, Judge Carr heard substantial testimony regarding the practices and procedures used in the design and implementation of the FLT. He specifically cited flaws "of considerable magnitude" but concluded that they did not "cross the line between inadequacy and constitutional infirmity."

Educators should not be without some legal accountability when choosing methods of student evaluation. As a matter of due process, federal courts should require test validation as a means of protecting students from erroneous assessments of their entitlement to diplomas. Moreover, tests should be designed with school curriculum in mind.

This is crucial, not only because it provides a student with notice, but also because it helps to ensure equality of educational opportunity without regard to race or class. To illustrate, a competency exam may ask a student to complete a credit card charge slip as one would do when purchasing a meal at a restaurant. Without instruction in the classroom, only those who have familiarity with the use of credit cards (i.e., by watching their parents) are likely to answer the question correctly, and those students are most likely to be children of parents with comfortable incomes. If this skill is taught to all in the classroom, chances are that disparities attributable to income levels will be narrowed, and the skill will be more properly a subject for testing.

Unfortunately, the federal courts have not demanded more than a showing of content validity for criterion-referenced tests. This reluctance to intrude into test design was highlighted in 1978 when the Supreme

AMERICAN EDUCATION WEEK

The dates for this year's AEW observance are November 11-17, and the theme is *Teach All the Children* in conjunction with the UN's "1979—International Year of the Child" celebration.

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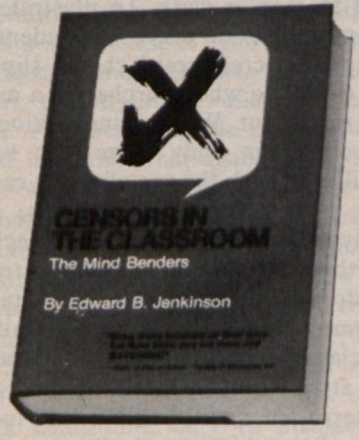
Surveys conducted by the National Council of Teachers of English reveal that one of every five public-school teachers in the U.S. will be subjected to academic censorship in 1979:



Documenting the expanding role of parent censors in the public schools, Jenkinson offers informed discussion of the issues at hand and suggestions for effectively countering the efforts of pressure groups. $12.50

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Court cleared the way for the use of the National Teacher Examination (NTE) to certify public school teachers in South Carolina. The NTE's authors had told the state that the test should not be the sole criterion for certification; but since the test measured the content of curriculum in schools of education, it met the minimum standard of content validity. Likewise, Judge Carr concluded that the Florida FLT items were adequately related to the specified objectives of the test, and therefore had content validity. It will be for a future, more critical court to review the relationship between the objectives and constructs of functional literacy and the test items produced from them.

It is not likely that Judge Carr's decision in Florida will be the last statement on the legal implications of minimum competency graduation requirements. A federal court of appeals will review his decision and perhaps alter the ruling.

Meanwhile, other courts are sure to confront similar challenges as more testing programs are carried out across the nation. Other Southern states, like North Carolina and Virginia, are experiencing disparate failure rates among Black students, which may be the legacy of school segregation. In the North, New York may be a focus of concern as it implements its testing program in large urban areas with significant ethnic populations.

There are also important legal questions left unanswered by Judge Carr's decision that are likely to be addressed in subsequent litigation. To what extent, for example, can limited or non-English speaking students be required to meet competencies in English? Does the right to bilingual instruction imply the right to have adult "life skills" measured in the native language? Another area of controversy concerns handicapped students. Should they be expected to meet the same proficiency standards as their nonhandicapped peers, or should they be tested against different objectives? (Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against an individual "solely by reason of his handicap" in federally funded education programs. By providing for differential standards or certificates for children with special needs, school officials may be trespassing on this federal guarantee.)

While lawyers and judges debate these issues, teachers will bear the primary responsibility of implementing the new "educational accountability" in the classroom. Clearly, competency testing will work changes in educational priorities. High failure rates, such as those experienced in the early rounds of testing in Florida, will be politically unacceptable. Pressure will increase to coach students to handle the test, without regard to whether such routine drill will produce any long-term contribution to their proficiency.

As minimum competencies grow in importance, education in the sciences, arts, and humanities may be slighted. And if the public becomes unwilling to pay the additional costs of compensatory education for large numbers of failing pupils, even greater burdens will fall on teachers already operating under tight budgets. Finally, the competency testing movement is broadening its reach to cover the certification of teachers, and several states have contemplated establishing standards upon which to judge the instructors as well as the instructed.

But central to any discussion of educational strategies on the measurement of functional literacy must be a recognition of the potential injuries competency testing programs pose for students. To summarize, some test devices may violate notions of fundamental fairness by not measuring accurately what students know or by testing them in areas in which they have never had instruction. In addition, test results may be used to the disadvantage of minority youngsters, especially those in recently desegregated school systems.

Judge Carr, to his credit, perceived these dangers in his review of the Florida program, and followed federal constitutional principles in ordering caution in the implementation of the state's functional literacy standards. Hopefully, his decision will serve as a signal nationwide as other states continue to grapple with the perplexing testing issue. □

The views expressed here are the author's and do not necessarily reflect the position or policy of the Department of Justice.

"Leave Them Alone To Do Their Job"

By WALTER MONDALE
Vice-President of the United States.

I've enjoyed working with the NEA throughout my public career. We've fought together to help educators, but more important than that, we've fought to make social justice a reality for all. That's why we share a fanatical commitment to quality education.

When I chaired the Senate Committee on Equal Educational Opportunity, the Committee found that every single dollar the United States spends on education returns $6 to the Gross National Product. Every $4 the country spends to get students to complete high school returns $7 to federal, state, and local governments.

A dollar invested in education works for every goal we have as a nation. It strengthens our democracy. It improves the economy. It increases our national security. It enriches our lives. And it provides the greatest incentive for social justice and opportunity. There is no better investment in the nation than education.

Our schools do face problems, but let's keep them in perspective. The goals of American public education may be the most ambitious social goals any civilization has ever undertaken.

Never before has a society said, as ours has said, let us educate all our children, regardless of race or nationality or handicap or sex. Let us build a system that respects the gifts of every child.

That's a staggering social ambition—and one that we must continue to pursue.

Our society says, If you're from a family that does not provide academic enrichment, we'll provide special programs to give you help in that area. If you are growing up in a home where English is not spoken, we'll teach you English language skills. If you have a handicap, we'll shape a program to help you learn despite the handicap. If you lack skill, we'll train you. If you need libraries and laboratories, we'll build them. If you can't afford to continue your education after high school, we'll help with monetary assistance. And if you suffer the legacy of discrimination, we'll affirm your right to opportunity.

Those are profound commitments. To honor them takes two things. First, it takes teachers. No educational system can work without them, and I bet none ever will. No educational theory that's ever been devised has a prayer of succeeding without the devotion and talent of teachers. The care and love you bring to your work; your commitment to your students; your sense of public responsibility that permeates everything you do: These are the bedrock of our schools, and these provide our hope for the future.

What we must do if we believe in education is get the best teachers, give them good working conditions, and leave them alone to do their job.

Our Administration is doing just that when we cut back on your paperwork. You know what paperwork is—It's when an outsider doesn't trust a teacher. Good teachers don't need paperwork, and all the forms in the world won't make bad teachers better. You didn't go into your profession to be bookkeepers. You're teachers, and we want to leave you alone to do your job.

Second, our commitment requires money. People may say it doesn't make a difference. Some of the researchers say class size doesn't make a difference. They say teaching materials you use don't make a difference. They say it doesn't matter how well-trained teachers are. Those experts, however, wouldn't apply their advice to their own children. The truth of it is, you must have the resources.

The way for you to help get those resources for education is, first of all, to become a part of our American political process. Don't sit on the sidelines. Support candidates and work for them and hold their feet to the fire.

In addition, become involved in making federal education policy. You are doing that, and your help is needed.

Take one program whose legislation our Administration and the NEA wrote together. It's the new $12,625,000 teacher center program. It was terribly unfair for our society to expect so much of teachers without also supporting their efforts to renew themselves—and NEA members have been making those efforts, running local teacher centers, for years. Now, at last, the federal government is doing its share to strengthen and encourage those efforts. Today we have funded 61 centers under this program, and 29 more are on the way.

All told, today there are more than 120 different federal education programs. In all those programs, we have never found a better group of applications in the history of the Office of Education than in the teacher center program. The reason is simple: Teachers designed those proposals.

Our record—this Administration's and the NEA's—has been good so far. The job, however, is far from complete. We must continue to strive together for quality education in the United States. □

Vice-President Mondale spoke at greater length on this topic at NEA's 1979 annual meeting in Detroit, Michigan.

Meet Joan Yvonne Polite

Twenty-five seventh graders at different levels of achievement are working on an assignment. With peer tutors in each group, the students occasionally refer to their individual learning packages and move between their desks and various learning areas.

The attractive design of the learning areas reflects the creative talents of Joan Yvonne Polite, a native of Savannah, Georgia, and presently a teacher at Peeples Street Elementary School in Atlanta.

A graduate of Savannah State College with a major in fashion and design, Mrs. Polite has served as chairperson of curriculum committees, grade-level chairperson, and supervising teacher for student teachers. Her activities are not limited to the school. She founded a community organization to help the elderly and the underprivileged. Married, with an 11-year-old daughter and five-year-old son, she still finds time for her hobby—playing the piano.

As the class worked independently, Marian S. Clayton, editorial associate of Today's Education, *talked with Mrs. Polite about her childhood in Savannah, Georgia; her career; her work with student teachers; and her perspectives on the teaching profession.*

Would you share with our readers some reflections about your childhood?

Well, Savannah was a segregated town, but when I was very young, I wasn't bothered by the segregation. I have a close-knit family which sheltered me from many things. As I grew older and began to move around the city, however, I had to ride segregated buses and use separate facilities, marked *colored*, in downtown stores. As a teenager, I was frequently exposed to segregation.

What about the school you attended?

I guess it was at school that I became painfully aware of discrimination. My school was at least 15 or 20 blocks from my house, and I had to walk that distance. The school was so overcrowded that we had double sessions for students.

As I passed the spacious White

schools on my way to school, I could sense that the circumstances there were completely different.

Did your school provide extracurricular activities?

Yes, I think they had all the usual things—sports and clubs—which I participated in. I also took piano, dance, and swimming lessons. Because my parents provided these opportunities for me, I don't feel that I was deprived. But just knowing that because I was Black I could not sit in or even enter some places bothered me.

Did you always want to be a teacher? What plans did you have when you were in college?

I was aspiring to become a dress designer or a buyer for a store. But by the time I graduated from college, my mother had died, my brother was working as an assistant principal in Statesboro, Georgia, and my father, a contractor, was frequently out of town. This left my younger sister at home alone, and I had to stay with her.

When I realized that I had to stay in Savannah, I knew I would have to postpone my plans.

Couldn't you obtain a designing or buying job?

Not as a Black woman in Savannah in 1964.

Why did you consider teaching?

One of my instructors suggested that I apply for a teaching job. I did apply and was hired.

Was it difficult to get a job without the teacher preparation?

At that time, many school systems issued provisional teaching certificates. A teacher with a provisional certificate had to begin working toward certification in order to renew the contract the following year. I began taking education and home economics courses at New York University the following summer.

Did you complete your studies at New York University?

No. I eventually got a master's degree in elementary education from Georgia State University.

Where did you begin teaching?

My first job was in Beaufort, South Carolina, an hour-and-a-half's ride from Savannah. I taught home economics. The following year, I worked closer to home in Bryan County, Georgia. There I taught home economics and managed the cafeteria—planned lunches, ordered food, and supervised a cafeteria staff of four.

With the extra assignment, did you have fewer classes?

No. I had a full schedule of classes.

A year later, the school was consolidated with a larger school in the system. Then I just taught home economics without the extra duties.

Why did you move to Atlanta?

My husband was transferred to a new job assignment in Atlanta. Since 1970, I've been here at Peeples Street School.

Beaufort and Bryan County, I assume, are relatively small school systems. Did you find working in the larger Atlanta system more difficult?

I did have some difficulty, but not because of size. At the time, the student population at Peeples Street School was 90 percent White and 10 percent Black, and I had never worked with White students before.

Why did you expect to find working with White students difficult?

Having known racial prejudice firsthand, I was apprehensive about whether or not the students would accept me. What surprised me was that the students did accept me, and I enjoyed working with them.

Since coming to Atlanta, have you always taught seventh grade?

No. When I started here, the school was departmentalized in the upper grades. I taught all the science classes—grades four through seven. This lasted for five years.

Then the teachers met and decided that we would try modified self-contained classrooms. Each teacher had a regular class but exchanged with another teacher for one or two subjects.

We used that system for about two years. Now, we're strictly self-contained.

Do you prefer self-contained classes to departmentalization?

I can work in either situation. At one time, we had students who moved quite well from class to class. But later, we had students who could not handle the freedom. We decided that this immature group needed to identify with one teacher.

Teachers are the best ones to decide which method to use. If we see the need to departmentalize again, we can do that. The important thing is to be flexible.

How did you manage as a beginning teacher with no education background?

I didn't have a wealth of knowledge about classroom techniques from which to draw, nor was I paired with anyone who said, "This is how it should be done." I just taught as I thought I should.

Looking back, do you feel that your early years would have been more successful if you had taken the education courses?

I'm not sure. In previous years, education courses placed emphasis on theory with little emphasis on practical applications of theory. I'm elated to see, however, that the new trend is toward greater applications of theory.

Then as a supervising teacher of student teachers, I have seen their conceptions about education change as they progressed through the student-teaching experience. Some of them came here with impractical ideas about the classroom but left with more realistic ideas.

How many student teachers have you supervised?

I served as a supervising teacher for seven years, but I don't remember the exact number I had. Some years I had several. Each student teacher was with me for a period of eight weeks.

What were your expectations for student teachers?

I wanted them to exhibit organization, creativity, and a real concern for children.

Did you plan their lessons?

No. I gave them the course curriculum before they started. I let them know where we were and that they were expected to plan the lessons.

Did your student teachers begin with a week of observing your class?

Yes, along with other classes I selected. I asked them to look at specific things—the methodology, the control or lack of control of the classroom, whether the classroom had teacher-made or purchased materials, the overall setting. Then the student teachers evaluated what they had observed.

How did you rate with them?

At the end of that first week, most of my student teachers felt that I was too rigid with my students. Then they began taking over my classes. By the end of the fifth week, they were teaching all day. When they had finished

their student-teaching experience, they could understand why a certain amount of rigidity was necessary.

Do you think eight weeks of student teaching is sufficient?

I believe students need more time to find out what the classroom is really like. They need experiences in a variety of situations—an urban, a rural, a suburban setting. If the experience is extended, then they can find out if the classroom is really where they want to be.

Did you enjoy working with student teachers?

For the most part, I did. Watching their nonverbal behavior with the children was a treat for me. I could sense the concern they had for the children and the work.

I can remember one student who was determined to make herself a carbon copy of me, and I was just as determined that she should not.

Why?

I felt that she should develop her own special talents. We had to work at this for some time, but she turned out to be an exceptional teacher.

A few student teachers were too dependent on textbooks. I despise textbook teaching, and I encouraged them to use other methods and materials. All except one of them did move away from the textbook.

Suppose you felt that a student teacher did not have the potential to be a good teacher. What then?

I had only three who, I felt, were unqualified to teach. It was especially unfortunate that these were my last three student teachers. My work with them took so much time that I had less time with my students and my family, so I decided to stop accepting student teachers for a while.

The first was a young man who had a job assignment awaiting his completion of student teaching. His behavior indicated this. He showed no interest in the students and refused to take any direction from me. I could not justifiably give him a passing grade.

Did he eventually become a teacher?

Not as far as I know. If he did become a teacher, he would have had to repeat the student-teaching experience.

The second one who was not suited to teaching was a brilliant young woman, a Phi Beta Kappa, who had a background in economics.

Wouldn't a secondary school have been a more appropriate place for her as an economics major?

No. She had completed her degree in economics, then decided to study elementary education.

She loved the students, but she gave little thought to whether they were comprehending her lessons. Although she eventually recognized her deficiency, she was unable to change.

What became of her?

While she was here, we took the class on a field trip to a bank, where a representative talked to them about banking procedures. He was terrible. He used terms that the students could not understand.

But the field trip changed the student teacher's career goals. On the way back to school, I suggested to her that she might be interested in the type of job the bank representative had. She was knowledgeable in economics and elementary education. Well, she pursued this and got a job at that very bank as its school representative. Later, I heard from her. She thanked me for not destroying her ego but at the same time letting her know that regular teaching was not for her.

What about the third student teacher?

She was prepared to work only with the textbook—having the students read chapters and answer questions at the end. Even after I worked with her on her lesson plans for about three weeks, she clung to the textbook.

I kept notes concerning her techniques. Sometimes daily, but definitely at the end of each week, we discussed the notes. We both signed them.

After about the fifth week, she refused to come back. As a result, she failed student teaching. Then she appealed the failing grade to the college.

What happened as a result of her appeal?

A hearing was held. Fortunately, the notes that she had signed, and I had kept, showed that I tried to help her.

Evidently, she resented having to work with a Black supervising teacher and a Black coordinating teacher at the college.

Are you sure that her race had no effect on your attitude toward her?

Yes. All my other student teachers were White, too, and none of them had complaints along these lines. Besides, when she repeated the student-teaching experience under a White supervising teacher and a White coordinating teacher, she failed again.

Do you believe that some people are natural teachers?

I think some people are gifted at working with children. Others may start out doing a poor job, but with proper direction, they turn out to be excellent teachers.

Isn't it possible, then, that with proper direction, the three student teachers you mentioned might have become excellent teachers?

I can't say that it isn't possible, but I don't believe that they were qualified to take over a class at the time I was working with them. We have a responsibility not to allow poorly qualified candidates into the profession.

Your principal and your peers speak highly of your classroom control. To what do you attribute your lack of discipline problems?

A good teacher sets the tone of the classroom on the first day. The class will learn to either respect or disrespect you. Then, after working in a school for some time, a teacher develops a reputation. Students learn many things about you from your former students.

Now I do have some discipline problems, but I have methods of dealing with misbehavior.

What are some of them?

I may use any number of methods, from detaining misbehaving students after school to isolating them from the rest of the class. I have a table and chairs just outside my door where I sometimes send disruptive students to work.

What is the effect of this isolation?

It makes them more eager to behave. I don't use it every day or with every child. Once I have made an example, other children don't want the punishment.

Are parents aware of your methods of discipline?

Yes, and most of them suggest even sterner methods.

I have a boy in my class who had a part of his brain removed. He is being mainstreamed. It's frustrating to me that I cannot help him any more than I have. But in terms of discipline, I treat

him exactly as I treat his classmates.

His mother informed me that he gets angry and has tantrums. He did that once in my room, but I got angry too. He quickly settled down.

Even though I have not seen a tremendous amount of progress in him, his mother says that she sees improvements in him that she believes are a direct result of what he is learning in school.

How do you work with him?

I have him sitting with a slow group of children. I get them started on their work and then spend time with him.

Does he have a good relationship with his classmates?

They get along well. I teach my classes to be concerned about everyone, not just special cases. We often have discussions on human relations, and they learn to empathize with others.

Are you generally pleased with your students' academic accomplishments?

My students—all students—are not accomplishing as much as they should be. I am concerned about nationwide problems in reading and math.

Sometimes I compare education today with what I had. When I attended school, the books we had were 10 years old before we ever saw them. We had no science laboratory, no learning center, no learning games. Yet the student who could not read or do simple math was the exception and not the rule. Now it is the reverse. I think parents are responsible for the change.

Let's talk about your generation. You have said that your school was inferior to schools that Whites attended. Yet you are a successful person with no apparent identity problems. Just why is that possible?

I was fortunate in that I had strong parents. I was not permanently affected by racism because I was motivated to be somebody. My brother and sister are the same way.

Parents have a great role to play, but today, many have become too lax about their responsibility for rearing children.

Let me give you an example. I have some students who never bring in homework assignments. I ask them if they have time at home that is set aside for study. Invariably, I get a negative response. Now I cannot regulate the home, nor should I be expected to. That is something parents must do.

But in so many homes both parents work. Then some children are reared in one-parent families. Don't you believe those factors make a difference in children's study habits and interest in school?

To some extent they do. But in many communities, especially Black communities, both parents have always had to work. Yet when I was a child, even if the parents were working, children understood that they had responsibilities.

The schools have a job to do, I know, but no matter how we approach this, we still get back to the home. Parents' interest makes a big difference in whether students are successful in school or not.

To see children I've taught grow into mature responsible adults makes me very proud.

Would parent education help?

I think it would. This could be a project for a parent-teacher group. Teachers should not take over the project, however. When too many teachers are involved, parents tend to shy away.

For the project to be successful, the parents must be interested. You've indicated that this is not the general trend. Do you have any ideas about how to motivate parents?

There are always a few parents who are actively involved in the schools. They can serve, with the help of the school, as leaders in the community to get other parents out. But once we get the attention of the others, we need meaningful activities to keep them involved.

Have you ever attempted such a project?

I served as team leader here for a teacher curriculum workshop. Some of the workshop meetings were held during the school day, and we did not have substitutes for our classes. I organized some parents to hold classes while we were in the meetings.

This helped us, but it also helped them become more involved in the school.

Earlier in our conversation, you said that your aspiration had been to become a designer or a store buyer. Do you regret becoming a teacher?

I have some regrets about the profession, but I love teaching.

What are your regrets?

For one thing, the child should be the focus of the teacher's main efforts, but teachers are required to spend a lot of time on paperwork that is just remotely connected to the child.

I also dislike the changes in education that happen so frequently. A teacher is working and believes that he or she is doing a good job. Then someone comes along with a new method. Immediately, teachers are required to make a change. Before a teacher has an opportunity to determine if this thing works, a new idea or product is pushed on us. Teachers say to each other, "Don't worry about whether or not you understand this. In a few months, we'll be trying something else."

In your discussions with other teachers, do you find that these changes bother them as much as they bother you?

Very much so, and that brings me to my greatest concern. I see master teachers who, because of the things I've mentioned, in addition to low salaries and other disadvantages, leave the profession. Something needs to be done to end teacher frustrations and provide more incentives—higher salaries, more teacher input in curriculum planning, and less paperwork—for them to stay in the classroom.

You have not left the classroom. Does this indicate that you believe the advantages outweigh the disadvantages?

I suppose it does. To see children I've taught grow into mature, responsible adults makes me very proud. It is a wonderful feeling to know that I have had some part to play in shaping their lives. I could never regret being a teacher. □

SPECIAL FEATURE
ON TEACHER BURNOUT

The Big Click

Eliot Rosewater heard "the big click."

After selfless dedication to the service of those who needed him, he suddenly turned off and adopted a more practical, ego-satisfying life-style in which his personal needs (instead of those of others) were his priority.

That's fiction, from the novel *God Bless You, Mr. Rosewater* by Kurt Vonnegut, Jr. That novel tells the darkly comic story of a man who tried to help the unfortunate in a greedy, hypocritical society. Total involvement with, and dedication to, others left him drained.

Unfortunately, Vonnegut's fiction is hard reality for many of today's veteran teachers. They, too, it seems, have heard the big click. Like Eliot Rosewater, they began their careers as inspired idealists, devoted to the service of others. Then something happened. Something changed.

In educational literature, the big click is commonly referred to as teacher burnout. That's a rather passive way of explaining a phenomenon that I believe is in essence active.

A University of California social psychologist has described burnout as "physical, emotional, and attitudinal exhaustion." But, as a colleague of mine says, "The term *burnout* implies that teachers just let something happen to them, that they burn out like a candle that's been used too many times." I think of burnout as active, because even if teachers are only vaguely aware of a feeling of exhaustion, their psychological defense mechanisms are sending a poignant and urgent message: "Get out before you've used yourself up."

Teachers can only give so much before their well of energy drains, and even if their conscious mind isn't aware of it, their subconscious mind will hit them with that message squarely between the eyes.

Burnout.

The phenomenon grows more acute with the length of service. Teachers who have served for more than a decade are the most prone to feel its effects. They got into education with the joie de vivre of Chaucer's clerk who "gladly would . . . learn, and gladly teach." Inspired idealists, energetic, possessed by a driving desire to make learning meaningful, they wanted to show kids that someone cared about their education.

But all at once, they feel empty or at best disoriented, swept over by a maelstrom of confusion that makes them question the value and purpose of everything they have done before.

Just like Eliot Rosewater.

Oh, yes. I forgot to tell you: Vonnegut's Rosewater finally had a nervous breakdown. He was also a blue-ribbon alcoholic.

So it goes.

When I first started teaching, our system hired a woman whom the administration touted as "the best middle school English teacher they had ever seen." She had taught for more than a half dozen years. During her first—and only—year in our system, a year in which I was observing and learning from her, she heard the big click. There were little warning signals. She seemed tired, yet hyped up by bottled-up tension. She often lost her temper. Her smiles were usually forced. Finally, she told me that she had been to see a doctor about her condition. She didn't drink like Eliot Rosewater, but she did use the tranquilizers the doctor prescribed. At the end of the year, she packed up and left.

Some said that she wanted a job closer to home. That was like saying that birds fly south in the winter for the sheer pleasure of it. In reality, her flight was just as much a biological necessity as the birds' flight is.

Professional disillusionment akin to mid-life crisis is one cause of teacher burnout. When a not-so-young-anymore teacher sees that his or her dreams not only aren't being fulfilled but are turning into downright nightmares, the temptation to bail out is strong. As one friend of mine put it, "You wake up one day, and you suddenly realize that there were all sorts of other meaningful, more interesting things you could have been doing with your life. What's worse, you know that you could *still* do them . . . if you weren't teaching. Good teaching saps all your time and energy. You've set the trap, baited it, and sprung it on yourself."

Many people outside and inside the profession would call my friend a whiner. They would counter with something like the words of a philosophical old Vermont farmer who

By ROBERT SCRIVENS
Language Arts Instructor, North Adams (Massachusetts) Middle School.

summed up his position in the cosmic order after a spring hailstorm damaged his crops. "Well, it ain't all that good, but it ain't all that bad, neither."

Indeed, many teachers who come into the profession from other careers seem to be among the most content with the profession. Maybe their prior experiences help them ward off burnout.

A former plumber I know who is now a teacher looked out the window of his car as we drove to school one subzero morning and noted, "You know what I'd be doing this morning if I wasn't teaching science? Unfreezing pipes with a blowtorch. I'll take the hectic pace of an individualized science program over that any day."

Another reason some teachers burnout—one closely linked to professional disillusionment—is the feeling of being "used" by an underpaying school system, by self-centered kids, by their own ideals. I recall a woman teacher who opened a Christmas card from a student and said with a sad little smile, "Crumbs from the table." This was a teacher who had spent countless hours after school working with students in various extracurricular activities, who brought the kids' problems home to the dinner table, and who had a pile of papers on her lap to correct most evenings at home.

Nobody ever got into education expecting to make a lot of money, but the inability or reluctance of school committees to grant teachers decent raises at contract time undermines the morale of many teachers. Falling constantly further behind in earning power is one thing, but sensing disrespect for the monetary worth of what the teacher is doing is too much for many teachers to take. Most teachers have heard the jibes about having the summers off and their 30-hour work week and their already making enough money.

Take, for example, the time a teacher friend of mine walked into a good local restaurant. One of the local school committeemen happened to be there, too. "I don't know why you guys want a raise so bad if you've got enough money to eat at a restaurant like this," the committeeman needled.

Another cause of burnout seems to be a species of future shock—not being able to cope with a new breed of youngster, not being able to cope with changing educational methods and philosophies. One older associate recently remarked how different the kids seem to be, even in the last five years. He said that he didn't understand them as he used to, that they "were playing a whole new score" and he was out of tune. Teachers like him are frustrated because they don't know how to deal with students on dope or with a rising lack of respect for rules and authority.

Other veterans are turned off by adoption of new trends and innovations. They've seen them come and go and "know enough by now to be able to recognize a fad when they see one," as one teacher said. As soon as some Ph.D. in education has a fresh blueprint to revitalize education, classroom teachers are pushed into modes of operating with which they are uncomfortable and in which they have no faith.

Finally, there is the emotional enervation that dealing sincerely and conscientiously with young people's daily problems can bring. LeRoy Spaniol, assistant professor of rehabilitation counseling at Boston University, said on this subject, "Burnout disproportionately strikes those in helping professions—teachers, counselors, social workers." One teacher for whom I have a lot of respect had a particularly exasperating group of youngsters last school year. "Other years I've felt like I was ready for summer vacation in April," he said, "but this year, I felt like that in November."

Students don't have to be "problems" to be an emotional drain on teachers. Teachers make thousands of decisions in the course of an average day. They range from major ones to minor ones, but the net effect is to sap their energy. The intensive personal contact with students child-centered teaching demands is draining. Some teachers take a nap when they get home from a day of teaching. "I'm not really sleepy," said one, "I'm just giving my brain a rest."

The big click: Just remember that all switches have an off and on. Burnout does not have to be a final state, only an interim problem. And it can be beaten. (See the suggestions to combat teacher burnout in the articles that follow by Dorothy Moe and Dennis Sparks.)

Triumph over burnout reminds me of what one veteran teacher said about the subject: "The older I get," this gifted teacher mused, "the more I feel like teaching is a young man's game." I reminded him that he was only half right: We need the energy and enthusiasm of youth, but we also need the experience and wisdom of age just as much. As Cicero once said, "I like an older man in whom there is something of the young." Maybe Cicero knew the real secret of avoiding the big click. □

TEACHER BURNOUT
(continued)

A Prescription

Are you sick of teaching? Do you grit your teeth at the thought of facing another day of red tape, administrative admonitions, gripes of fellow teachers, and the I-don't-care attitude of students?

Keep reading. The suggestions that follow may help you.

By DOROTHY MOE
Elementary Teacher,
Skuaw Gap, North Dakota.

Two years ago, after 15 years of teaching, I got fed up and I quit because of parents' lack of interest in their children's education. From that

time until this school year when I returned to teaching, I pitched hay to a bunch of hungry cows on my parents' ranch in Montana. Now I can see why I burned out much more clearly than I could two years ago.

As a result, I think I have some good suggestions for preventing burnout. Here's my 16-point plan.

1. Exercise. After a day of teaching, you owe it to your body to shake off the dust. If you feel tired, exercise will revive you. Get out and jog, run, walk, or work out in a gym.

2. Leave your teaching at school. If you must lug home schoolwork, get it done early in the evening. Better yet, do it at school and leave it there. When you leave work, forget about why Johnny can't read—forget about teaching.

3. Develop a hobby that takes your mind off the tensions of the school day. Call anything a hobby just as long as it gets your mind off work.

You might get a dog, a cat, fish, a pet snake. Get a pet that depends on you—something that compels you to take care of it.

4. Get plenty of sleep. Go to bed to sleep. Don't lie in bed thinking about how you should have handled Johnny when he poured black paint on the piano keys.

5. Don't feel guilty because you haven't lived up to your ideal of the perfect teacher—because you lost your temper when Johnny poured the paint on the piano keys, for example. Feeling guilty will only make you miserable, and it won't get the paint off the keys either.

6. Keep a diary of the wacky things the kids say, do, and write on their papers. Who knows? You may have the beginnings of a good book or an article for *Today's Education.*

7. Don't worry. Worry has never undone a wrong or prevented a problem. Instead it makes you less effective on the job. If you are a worrier, run, don't walk, to the nearest bookstore for a copy of Wayne W. Dyer's book *Your Erroneous Zones.*

Especially don't worry about next year's contract. Do the best job you can every day of the year, and you'll likely get another contract. If you don't, it's not the end of the world.

8. Learn to say no. There are always crafty folks around who can get the new teacher or the obliging one to take on extra work. Do your share and sometimes even a little more, but when you start feeling you are being used, that's the time to say no.

9. Be good to yourself. What could do more for your self-esteem than for you to take yourself out to dinner or for you to buy yourself a new outfit or a new record or tape? Remember you are worth it. If you don't treat yourself well, you will soon begin to resent that mean little person inside your pocketbook and those bad feelings will soon spill over into your work. It's surprising how one bad feeling can snowball into an avalanche that will force you right out of the schoolhouse door.

10. Always have something to look forward to. This will keep your head up and your spirit happy. After all, anticipating a happy event is three-fourths of the fun anyway.

11. Do something in your spare time that you have always dreamed of doing. Learn to fly an airplane or a helicopter. Climb a mountain. Put your dreams in action. You will feel good about yourself, and when you feel good about yourself, you will feel good about your teaching.

12. Keep learning. Read. Learn to work with leather, wood, plastics. Learn to ski, skate, swim, dance. Take up a foreign language. The only limits to your learning are those you place upon yourself.

Watch out, however, for those college courses offered on evenings and weekends during school months. Spend some time at summer school rather than give up your evenings or Saturdays when school is in session. Moreover, if you get into a class that drives you nuts, leave. (I walked out on one horrible class during the first coffee break, and I still glow with pride when I think of my defection.)

13. Travel. Take a trip in the summertime. If possible, get out of the country. Take pictures of the places you visit, make recordings of the people and music you hear, and write down your impressions of your experiences. These will serve as wonderful memories of your trip—and may also prove useful in your classroom.

14. Don't schedule all your leisure hours. You put in a day's work at school, so don't be surprised if you don't feel up to vacuuming the house or writing that novel or visiting your mother on evenings and weekends. Don't fret and nag yourself silently about not getting these things done. You will only end up hating yourself and that will surely affect your work the next day.

More important, don't let other people coerce you into doing things on evenings and weekends. Just remember, you need to do for yourself at those times—even if that means doing nothing. You owe it to yourself to spend your free time as you desire.

15. Set realistic and flexible goals for yourself. Expect great things of yourself, but don't expect to do them all after school on Wednesday.

16. Take a sabbatical or a leave of absence. If you opt for the former, your school district will probably dictate, at least in part, what you must do with your time. If you can afford the latter, your time is your own. Live with relatives, get a 30-day bus pass and travel about visiting all your friends and relatives, apply for a grant and write about the mating habits of the grasshopper. Get a job on a farm or at the seashore or work as a salesclerk. If you are really down about teaching, there are plenty of jobs a lot worse that will make you feel good about taking a teaching job again. □

NEA Resolution E79-81
Stress on Teachers and Other School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress-management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

A Teacher Center Tackles the Issue

Teacher stress or burnout has reached epidemic proportions in some school districts. Its symptoms may include exhaustion, tension, and various physical ailments. Job-related stress has diminished the satisfaction that many teachers derive from their work, caused some educators to choose alternative careers, and lessened the energy and creativity that many outstanding teachers can bring to their classrooms.

The Northwest Staff Development Center (NSDC), a federally funded teacher center, has developed a program to address the issue of teacher stress and burnout. NSDC serves approximately 4,000 teachers and administrators in seven school districts in northwest Wayne County, Michigan. It is an outreach center that takes programs and services to K-12 educators in more than 100 school buildings throughout a relatively large geographic area.

A number of causes have produced teacher stress and burnout in the northwest Wayne County area. They include changing student and community attitudes toward education, collective bargaining issues, repeated layoffs of professional staff, poor relationships within the schools, and lack of job mobility. Too frequently these issues have resulted in lowered morale and in apathy toward professional development and school improvement.

In response to the problem of job-related stress, NSDC has offered a series of workshops on the theme of Prevention and Management of Educational Stress. The seven workshops in this series are Stress and the Classroom Teacher, Stress and the School Administrator, Time Management for Educators, Relaxation Techniques, Human Potential, Group Problem Solving, and Career Change. Several of us at the Development Center developed the workshop activities or adapted them from various structured group techniques such as values clarification and behavior modification. An underlying assumption for these workshops is that extreme stress is detrimental to teachers and their students, but that some forms of it can lead to professional growth. A thorough examination of the causes of work-related stress may stimulate action on instructional, curricular, and/or interpersonal problems, and ultimately improve the teaching and learning environment of the school.

Because the workshop titled Stress and the Classroom Teacher is the most comprehensive of the seven and because it often serves as a starting point for other workshops in the series, I have chosen to describe it.

This workshop has been presented to groups that range in size from 10 to 80 participants. Participants from a number of schools may come to the Center for the session, or the Center may give the workshop to the faculty of a single school at the building site. The session may be an hour and a half long or two and a half or four or eight hours long. The most frequently requested workshop is a two-and-a-half-hour program for the teachers and administrators of an individual school. In some instances it is useful to provide separate workshops for teachers and administrators to minimize constraints they may feel in one another's presence.

The workshop has four goals:

- To reduce the isolation that many teachers experience
- To identify the sources of job-related stress
- To identify professional strengths and successful work experiences that participants can draw on to increase their satisfaction with teaching
- To form a plan to prevent or alleviate distress.

The workshop is based on the following assumptions about stress: (1) a certain amount of stress is inevitable and not necessarily bad, (2) a wide variety of stressors produce diverse responses—including distress—in different teachers, (3) too little stimula-

By DENNIS SPARKS
Director, Northwest Staff Development Center, Wayne County, Michigan.

tion (boredom and stagnation) is as detrimental to mental health as too much pressure and tension, (4) self-awareness must precede the development of a stress management plan, and (5) a thorough stress management plan may integrate a number of approaches (e.g., learning to meditate, modifying attitudes or expectations, engaging in vigorous physical exercise, improving interpersonal skills).

The content of the workshop might vary somewhat because of the particular concerns of a group or the time allotted to the session. A typical program contains the following basic components.

- An opening series of questions to raise several issues that will be developed more fully later in the session. (How many of you are ready for a vacation? Who knows at least one teacher who is under stress?)
- A review of the workshops' goals and assumptions (listed above) and a discussion of several possible blocks to self-awareness and problem solving. These blocks include the red-pencil mentality (looking for what is wrong with every plan or idea), the bitching syndrome (constant complaining with no attempt at constructive problem solving), and the yes, but . . . phenomenon (a closed-minded approach that negates all potential solutions and implies complete helplessness in a stressful situation).
- A Human Treasure Hunt to break down barriers between participants and to generate discussion of several stress-related issues. Participants receive a sheet with 10 to 15 directions that relate to others in the group ("Find someone you don't know well and spend a few minutes learning some things about him or her" or "Identify a person whose favorite place in the school is the same as yours.") They spend about 10 mintues carrying out these directions. This activity quickly breaks up habitual patterns of relating within the school and encourages dialogue about topics and feelings that are not often discussed at school functions.
- The Successes and Strengths activity. This is based on the assumption that distressed teachers have forgotten the goals and motivations that initially led them to become teachers and have lost touch with the day-to-day satisfactions they used to receive from their work.

Participants make a list of job-related satisfactions and job-related experiences that have been successful (e.g., initiating a new program in the school or handling a particularly difficult parent conference with tact). They also record the personal strengths they bring to their work (e.g., patience, a good sense of humor, organizational skills). Participants then share their lists with three or four other teachers and add appropriate positive comments. A variation of this activity is for teachers from one school to list the strengths that they collectively possess and that they can draw on to prevent or reduce distress within that group.

This activity adds a positive note to the workshop. Moreover, participants realize that focusing on their successful school experiences and their strengths is likely to diminish some of their negative feelings about their work. Teachers like this part of the workshop. They say, "It feels good to be talking about something positive for a change" and "We need to say good things to each other more often."

- A brief presentation of theory about stress based in large part on the thinking of the noted physician Hans Selye. Selye defines stress as "the nonspecific response of the body to any demand made upon it." Stress cannot be avoided, and it may be produced by a pleasant stimulus (a kiss) or an unpleasant one (death of a spouse). Distress is the uncomfortable feeling certain stressors produce, and eustress is the enjoyable sensation that results from involvement in satisfying activities.

Individuals may respond differently to the same stressor; an environment that "fits" one person may produce negative consequences (distress) for another. For example, while some people may require a quiet, relaxed environment for healthy functioning, others are happiest in a more stimulating, fast-paced one. The development of self-awareness, then, is a first step in clarifying the circumstances that are likely to produce distress and in identifying the optimal stress level for a satisfying and productive life.

- The Stress Analysis process. This activity helps teachers to be specific in examining stressful aspects of their work and life-style. It is not uncommon for distressed individuals to know something is wrong with their lives but to have only a vague sense of what is causing the difficulty.

The first step in the Stress Analysis is for participants to list situations at school that are stressful for them. They may also include stressors from their life outside of school if these interfere with their work lives. The items listed may range from "students not bringing pencils to class" to "fear of losing my job because of a reduction in force."

Participants then code each stressor according to the following questions:

Who is involved in your distress? (C=colleagues, S=students, P=parents, A=administrators, and so on)

Where does it occur? (C=classroom, T=teachers room, H=hallways, and so on)

How often does it occur? (S=seldom, O=often, A=always)

How much control do you have in this situation? (S=some control, N=no control)

The teachers put a check mark next to those items for which they perceive some remedy and a star next to the three items they would most like to work on. Finally, participants clarify and integrate this information by writing several "I learned . . ." statements ("I learned that most of my distress

comes from only one situation" or "I learned that I have more control over things than I want to admit") and by discussing these in small groups.

To provide further information on this subject, workshop leaders point out several causes of distress that may not have been mentioned thus far in the discussion. These might include poor interpersonal relationships, time management problems, feelings of powerlessness, life changes external to teaching (divorce, illness, etc.), and unreasonably high expectations for self and others.

• The final segment—stress prevention and management. This part provides an overview of several stress-reducing techniques such as meditation, biofeedback, yoga, and vigorous physical exercise. If time allows, participants practice some of these activities in the workshop. They also share with one another stress management techniques that have worked for them (taking a warm bath, listening to music, talking with a friend).

This portion of the program also deals with several preventive strategies. These range from avoiding a stressor (if possible) to considering alternative careers. In small group problem-solving sessions, each participant presents a "challenge statement" that represents a stress situation to him or her. The group then brainstorms potential remedies for the challenge for three minutes. At the conclusion of the brainstorming, the person who presented the challenge integrates one or more of the suggestions into a plan to solve the problem. The process for one group member usually takes 10 to 15 minutes; everyone in the group can usually complete the task in about an hour.

This process makes clear that teachers often can take action to improve a situation and to decrease the amount of distress they feel. Frequently, participants comment that this strategy helps them alleviate tension through an open discussion of their feelings and that the ideas generated during the brainstorming have motivated them to try out new behaviors.

The Prevention and Management of Educational Stress workshops have been presented to thousands of teachers and administrators in several states. Several observations can be drawn from these experiences:

1. The workshops are a concrete expression of the teacher-center philosophy that in-service programs should be based on the needs of practitioners and that meaningful staff development activities can emerge through the cooperative efforts of teachers and administrators.

2. The program emphasizes that no single, simple solution to distress in the school exists. A comprehensive prevention and management plan must include various approaches and techniques. The workshop series, however, promotes the "teachers helping teachers" model, and the workshops focus on the resources teachers and administrators possess or can develop.

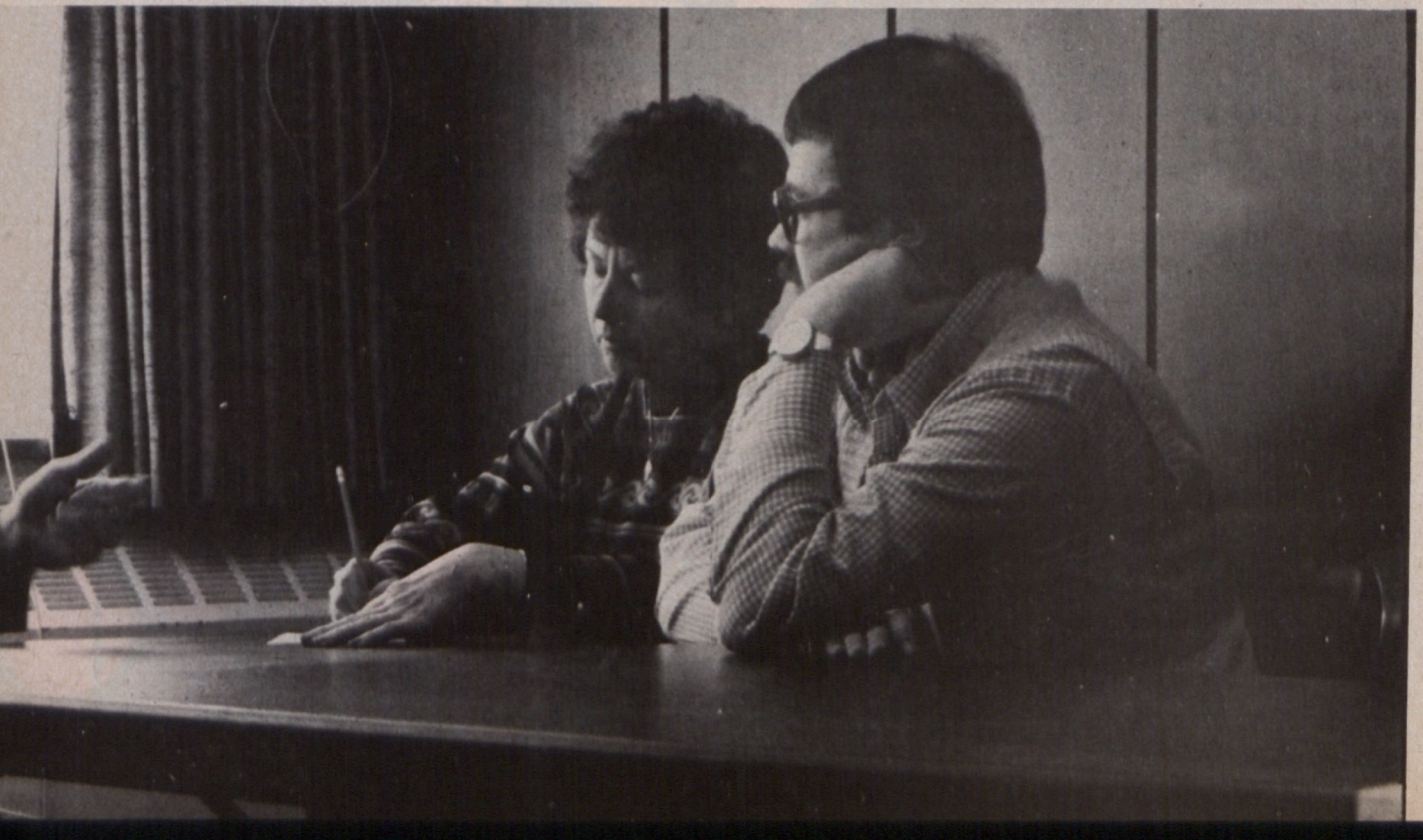
3. The interactive approach of the workshops often encourages teachers and/or building staffs to take a fresh look at curriculum, instructional practices, and school climate. Also, teachers and administrators frequently renew their commitment to collaborate in problem solving and decision making.

4. Teachers who participate in these workshops acquire techniques that they can use to help distressed students in their classrooms.

These workshops are obviously not a panacea for all educational problems. They have, however, proven invaluable in addressing the serious problems of teacher stress and burnout.

Workshop materials and other information are available from the author at the following address: Northwest Staff Development Center, 29530 Munger, Livonia, MI 48154. (313)261-7440. □

Stress workshops have been presented in teacher centers in several states.



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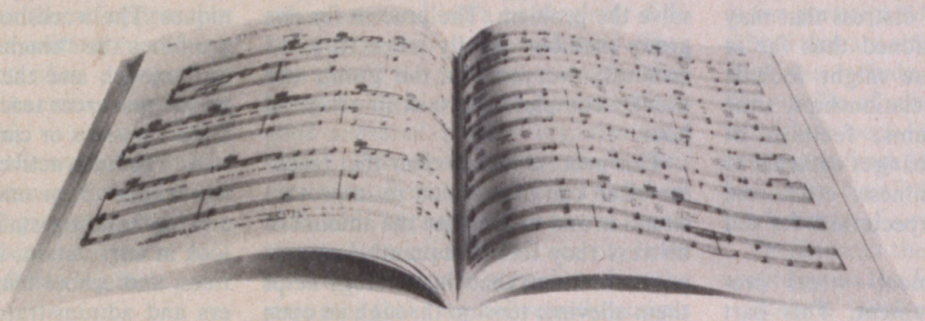

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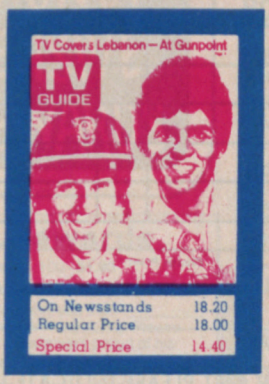

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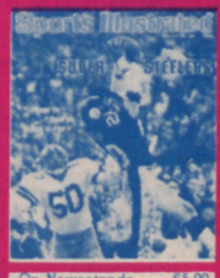

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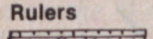

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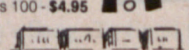

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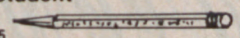

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I have a young friend who has lived all her life in an upper middle class suburb of Chicago. About five years ago, when she was 16, I asked her, "What books are you and your friends reading these days?"

She answered, "We don't read books. We watch TV."

Not long ago, I went up to the mountains of northern Georgia and interviewed some children in a school there—mostly children whose parents had gone back to the land in the late sixties or early seventies. I talked with these children about their reading, and from them I got some ideas about what this country's future may be like. I began by asking the children to name their five favorite books.

Laura, age 11, went first. She named *These Happy Golden Years, Grapes of Wrath, Tune of a Hickory Stick, Wizard of Oz,* and *Saddles for Breakfast.* "I could go on forever," she added.

Jack, age 16, went next. He named *Grapes of Wrath* and said he could think of no more favorites.

But Sarah, age 13, was ready with her five: *The Two Towers* from the *Lord of the Rings* trilogy, *The Hobbit, The Hidden Staircase, The Shortwave Mystery,* and *Farmer Boy.* At the mention of *Farmer Boy,* Laura chimed in, claiming it as one of her favorites, too.

Then Joe, age 13, gave his list. *My Friend Flicka* drew cries from Sarah and Laura: it had to be included as one of their favorites, too. *"To Spoil the Sun,"* said Joe, and as I patted him gratefully on the shoulder, Sarah and Laura set up an even louder outcry. That was a favorite of theirs, too, and my other two books as well. *Grapes of Wrath* was Joe's third favorite, then *Silas and the Black Mare* and *Savage Sam.*

The children's teacher reminded Joe of *Where the Red Fern Grows.*

"Oh, yeah!" he cried and actually applauded the memory of it.

The other children also exclaimed over that book and in their excitement began naming more titles: *Sounder, Summer of the Monkeys, Old Yeller, To Kill a Mockingbird, Watership Down, Butterflies Are Free* (which, they pointed out, was a play), *The Diary of Anne Frank, The Pearl, Uncle Remus, All Quiet on the Western Front, Winnie the Pooh,* the *Black Stallion* books, *Roots, The Trouble with Dragons, The Sooner Hound,* and *Bury My Heart at Wounded Knee.* Two books they all agreed they disliked are *The Deerslayer* and *Johnny Tremain.*

And yet, my friend from the well-heeled suburb of Chicago had not been able to name a single title. The contrast is startling.

I know my friend and her cohorts are not representative of all suburban children everywhere. (And by suburban, I do not really mean just suburban, but mainstream American.) I know there are suburban children who read. Yet I feel I can safely say that as a group, these mountain children are much more involved in books than are suburban children as a group.

I am intrigued by these mountain children, so intrigued that I spent 15 months writing a novel comparing their way of life to mainstream American suburban life. The book's title is *Enoch's Place.*

The book was harder to write than I had expected. It is not easy to think about these mountain children and their place in American life. It is not easy to say why they are different or even how much they are different from other children in America. It is not easy to say whether their life-style is an aberrancy that in time will die away or whether they are cultural pioneers paving the way for a better American future.

Mountain children is not really an apt term for these children: I use it simply for convenience. They are not, for example, the children of impoverished coal miners but, for the most part, of college-educated, middle class people. Though the incomes of the families are low, they are not living in *cultural* poverty. The material standard of living that they are satisfied with might shock any suburbanite follower of the American dream, but it would seem luxurious to the average farmer of 75 years ago. Some have electricity; others do not. Some live by farming; others, by outside employment. Most raise a significant portion of their food, and most heat their homes with wood stoves. Most of the children have daily chores that contribute significantly to the well-being of the household. This is rare in 1979.

Even more rare in 1979 are children who attend a one-room schoolhouse, as these children do. This private school has nine students, who range in age from six to 16. Two of the younger ones have moderate to severe learning disabilities.

The teacher is highly qualified and has taught in public schools. Two of the nine students are his children and pay no tuition. The other seven each pay $50 a month plus book expenses. The teacher, needless to say, is hard-pressed financially.

The school's downstairs room is divided into three activity areas, and its loft is divided into two more areas. The reading program is not complex. Basically there are two groups: the little kids and the big kids. For the first four years the little kids use basal readers, moving from one level to another at their own

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By JOYCE ROCKWOOD
Author of Long Man's Song, To Spoil the Sun, *and* Enoch's Place *(all published by Holt, Rinehart & Winston).*

speed, to get a good grounding in phonics and vocabulary. The big kids (presently ages 11 to 16) read assigned books chosen for content as well as literary merit. Each has a paperback copy of every assigned book, and the students discuss the book chapter by chapter in school. They have the happy problem that some of them read ahead and come in wanting to talk about what they have read before others are ready. Among the books the big kids have read this year are *Johnny Tremain, The Deerslayer, Bury My Heart at Wounded Knee, All Quiet on the Western Front, Grapes of Wrath,* and *The Diary of Anne Frank.*

Only one child in this school has had unlimited access to television all his life. He is Jack, the 16-year-old, who could name only one favorite book and that one a recent school assignment. This is Jack's first year at the school. In his reading habits, he is more like my so-called typical suburbanite and much less like the rest of the older mountain kids. I asked him what he usually did when he got home from school in the afternoon, and he answered, "I fix me a snack and turn on the television whether I watch it or not and then go out and walk around." I asked him what he usually did after supper. He said, "If I don't go visiting, like to my Grandpa's or something, I usually watch television."

At the other end of the spectrum is Laura, age 11, who has never had a television in her house. What does Laura do after school? She says that she usually puts a load of clothes in the washing machine, and then if she's got a good book, she reads. If not, she might go outside and paint or ride her horse. After that, she helps with supper. After supper, she might do dishes or help put the two younger children in her family to bed. Then she and her older sister and mother and father play traditional mountain music.

All of the big kids except Jack read a lot. They estimate that they read one to two books a week. The teacher agreed with that estimate. So did their own answers to questions about what book they were presently reading.

They had just finished *Grapes of Wrath* in school, yet all (except Jack) were presently reading other books, and all could name another book besides *Grapes of Wrath* that they had finished in the last week or so. Not everything they read is as heavy as *Grapes of Wrath.* Sarah said she was reading a *Hardy Boys* book and that the book she had read before that, not counting *Grapes of Wrath*, was also a *Hardy Boys* book.

When I asked Laura what she was presently reading, she said, "I'm so desperate I'm reading one of those reader books up there," and she pointed to a bookcase of school textbooks. Then she added, "I'm so glad we're going to the library tomorrow."

The entire school goes to the library every two or three weeks. Some of the children also go on their own, especially Sarah, who estimates that she goes twice on her own for every time she goes with the school. In fact, she says she's running out of books she hasn't read in the library.

Sarah is the most prolific reader of all the children. The others acknowledge this. (One of the nice things about this group is how well they know each other's reading habits.) When I asked Sarah how many books she usually checked out of the library, Laura piped up and said, "About 25,000 or maybe 65 million."

Sarah said it was more like seven or so when she could find that many good ones. Joe said he checks out from two to seven per trip. Laura said she checks out three or four. Jack said sometimes he doesn't check out any; sometimes, two or three. They all agreed they didn't necessarily read all the books they brought home.

These older children, then, except for Jack, are turned-on readers. But not all children are so enthusiastic about reading.

The jobs of most teachers are much harder than the job of the teacher in this small school. This school, in fact, is so different from virtually all other schools that it is difficult to see how even knowing about it can be of any help to teachers in other places. After all, American life is what it is. Most Americans are urban, not rural. We can't change that. Schools are large, not small. We can't change that. Television is firmly entrenched in American homes. We can't change that. Or can we?

Much has been said lately about television—about whether it is too violent, whether it is too sex-oriented, whether it makes kids eat too many sweets or take too many pills or want too many toys, whether it keeps them from reading, whether it makes them into zombies with reduced mental functions. Most people agree that it does at least some of these things a little bit, so everybody asks, How can we get TV to serve useful functions?

We hear statements like "Television can spur kids to read the books from which television shows are adapted" and "Television can enhance classroom teaching, as *Roots* and *The Holocaust* did."

Underlying all this discussion is the supposition that television is here to stay, that once it has come into our lives, we cannot possibly put it out again. But I have not had a television in my home for five years. My husband and I turned it out.

I will never forget the day our television left us. It was suppertime, time for the news. We turned on the tube, and there was nothing but funny lines going across the screen and no sound. I felt panic and distress. How could we get through our meal without

John Chancellor telling us what had happened in the world today?

That's all I remember about the first day our television left us—that panicky feeling. By the second day, the panic had gone. I have vivid memories of a peacefulness, a feeling of freedom as I walked from my house out to the vegetable garden with no upcoming news program tugging at me, urging me to hurry back inside. We could have dinner when we chose; we could schedule our activities any way we wanted. We were free.

What did we do from supper until bedtime? We read, more than we had ever read before (and we are a reading family anyway). As the days passed and we settled into this new life of peacefulness and freedom, we decided not to have the television fixed.

It is not vital that we reform television. We can, after all, just throw it out.

But people worry about doing this. They worry about the bad effects it might have, especially on their children, who would supposedly be out of touch with their culture, raised in an abnormal environment.

But do those mountain children seem abnormal? The ones raised with little or no television were noticeably more communicative than Jack, the 16-year-old raised in an ordinary television household.

These children are not cut off from the world. They all have radios in their homes. They read newspapers. I questioned them closely on this. Laura and Joe, the big kids who do not have regular access to television, both said they read the newspaper. Jack and Sarah get their news from television. (Sarah watches television at her grandparents' where she has been living during the school week for the past year.) A quick quiz assured me that they all knew what was going on in the Middle East. So these children are not growing up apart from the world.

It would, of course, be simpleminded to say that lack of television has been the only factor or even the most important factor in turning those mountain children into avid readers. There are many other factors, and not the least of these is their school.

The school is small, and all the students know each other well. Students of different ages work together. Individual study is well-supervised. But there is something more intangible than that, a wholesomeness, a healthiness that is due in large part to the school's rootedness in a cohesive local community.

Schools, public or private, can be no healthier than the society they are part of, and most people would agree that our society today is not in the peak of health. This is not to say that we Americans are not good people. We are dismayed by our times. We are members of society, and when our society becomes ill, we suffer. And so do our schools.

Earlier I said that it is hard to think about those mountain children. It is hard to decide whether their life-style is a cultural aberrancy that will not long survive or whether they are cultural pioneers paving the way for a better American future.

This question lies at the heart of *Enoch's Place*, the book I have just written. In it, there is a wise and, to me, loveable character named Mountain Man, who has thoughts about the future.

Mountain Man points out that there are two schools of thought on the future. One is the high technology school, the notion that fantastic advances in science and technology will deliver us from our ever-growing problems. This may be so. It may be true that the space shuttle is the beginning of a new era, that we'll soon have farms in space with perfectly controlled soil and weather conditions. We may work the kinks out of nuclear energy; we may come up with cars that don't need gasoline.

But Mountain Man doesn't think so. I quote him:

"Yeah, but what's the future really going to be like." said Gyp.

"Like this," said Mountain Man, sweeping his fork around. "Like us. The energy and resources are all going to dwindle down. Folks won't be able to have so much stuff anymore. And what they'll find out is, they don't need it after all. It wasn't even making them happy. All they need is a house, not too big. They need some fuel, and they need it to be something renewable like wood or sun or wind so the scarcity of it don't send them to the poorhouse. They need good nonchemical food so they don't keep getting cancer. And they need to buy it from somebody growing it nearby because there ain't going to be the gas anymore to truck it in from California. That means eating things in season, and people won't like the notion of that at first, but once they try it, they'll like it. It peaks life up to have it come round in seasons."

"They need jobs," said Morgan.

"Yep, and there'll be a lot more of those in the future. The less fuel we have to power all this technology, the more we'll need human labor. And that don't have to be a bad thing, not if we're organized and share the load."

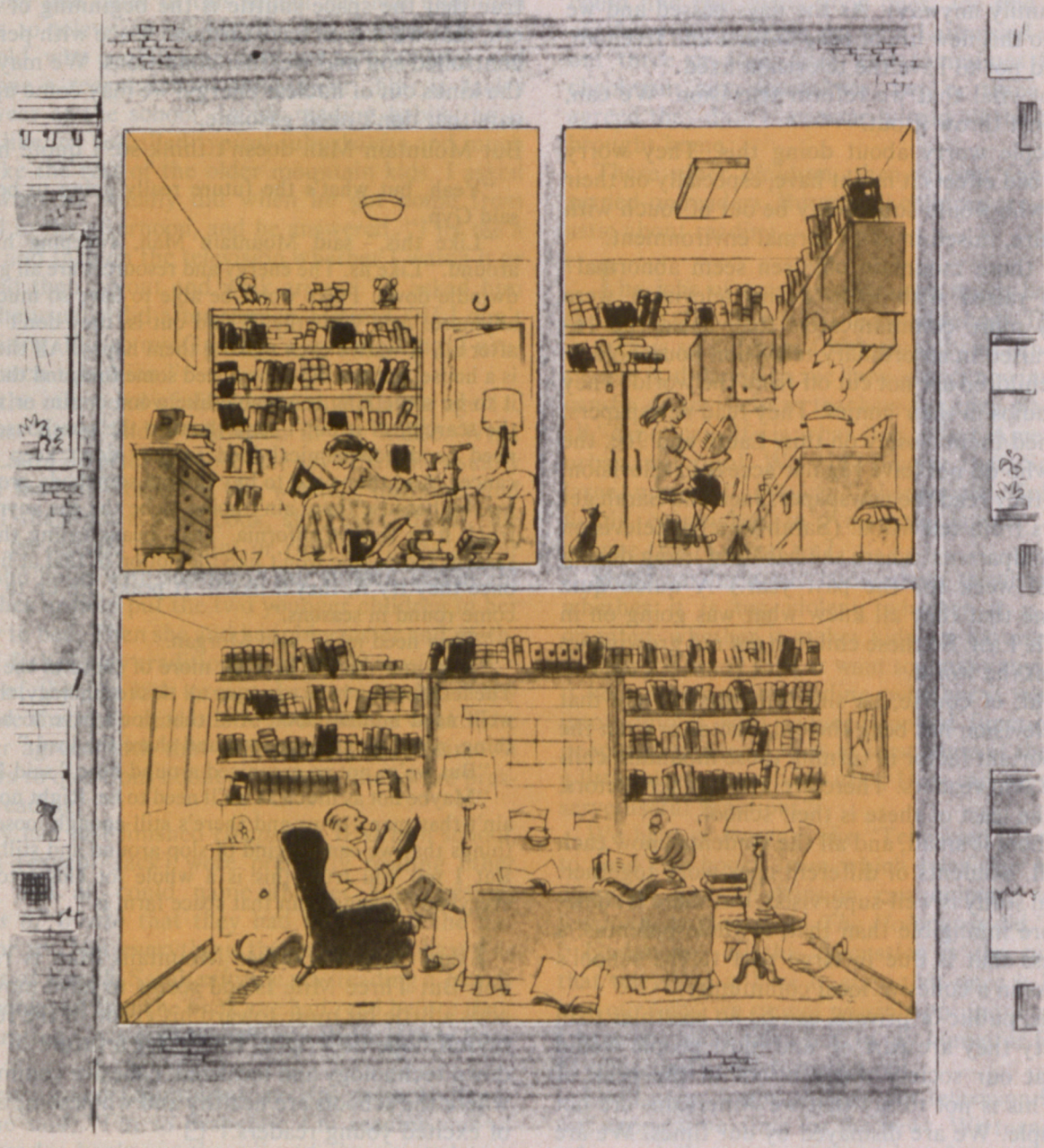
"But we're not so organized around here," said Lizzie.

"Maybe not as much as we'll need to be. Right now there ain't that many of us and there's still enough looseness in things that we can all kind of slop around and still get by. But I tell you true, this is a whole lot closer to where everybody's going than that space farm is."

I don't know whether Mountain Man is right or not. But Three Mile Island seems to have moved the odds a little bit more toward his vision of the future. I myself hope he's right. I hope for a future of scaled-down technology and localized, cohesive communities where the schools are healthy and wholesome and full of excited young readers. □

Ms. Rockwood spoke at greater length on this subject at the 1979 annual meeting of the International Reading Association in Atlanta, Georgia.

Developing Purposes for Reading



Why do people read?
"To learn how to read."
"So you aren't dumb."
"To let your mind wander off from things."

Why do people read? Three middle grade students gave the answers above as their purposes for reading. As teachers feel pressured to enlarge students' vocabularies, develop "skills," and increase reading speed, it is easy to forget the development of purpose in reading. Yet, the reader's own purpose is a key factor in reading comprehension. It influences how, what, and how much a reader comprehends. How can teachers examine this critical but elusive factor with their own students?

They can think first about their own reading. The exercises that follow invite teachers to think about the element of purpose in relation to their own reading and to consider the importance of purpose in teaching children to read.

1. Why do people read? List as many reasons as you can for the act of reading. The list that follows contains some reasons a group of teachers brainstormed. Does your list coincide with theirs?

Why do people read?

To get information
For pleasure
To learn things
To learn what's going on in the world
To know what they are buying
To communicate with others
To escape from reality
To enjoy the sound of language

2. What did *you* read last week? One teacher's list is as follows:

What did I read last week?

The grocery list
The TV schedule
Labels on cans
My teacher's manual
My lesson plans
A program at a concert
The faculty bulletin
Several recipes
A letter from my mother
The newspaper
Name tags
Directions on how to use my hair dryer
Street signs

Look at your list. Think about why you read each item. Chances are, almost all of the reading you did was directly relevant to your own life. The purposes were yours. You needed to read to carry out what you wanted or needed to do.

3. What do children think about the purpose of reading? Do you think about the element of purpose in formal reading instruction in your classroom? Do you assume the readers' purposes are the same as yours—to learn how to read better or to get information? Notions that underlie attitudes and performance—what readers think reading is and what they think reading is for—provide important information when you are trying to help students comprehend better.

Select several children to interview. In an informal, one-to-one setting, ask them the following questions:

Why do you think people read?
What's so important about reading?
What do people do when they read?
What do you have to do to learn how to read?
Why do you read? Why do you want to learn to read better?

Tape record—or take notes on—the students' responses. You may find it helpful to conduct this interview in a casual way, probing with further questions to help students think in depth about their answers.

If you are afraid students will not say what they really think, you might try getting another teacher or an outside observer to do the interviewing. You and another teacher could interview each other's students and then share and discuss the information. (The answers students think teachers expect also tell something about students' perceptions of reading and of learning to read at school.)

Although it is often difficult for busy teachers to engage in such interviews, the time is well spent. The interviews furnish valuable information about children's concepts of reading and their interests and attitudes. What students say about reading often reflects what they have been taught, either directly or indirectly, about what reading is. Their ideas about reading have been derived from the sum total of their home and school experiences.

Here are some examples middle grade teachers in a low-income suburban school district collected.

What do people do when they read?

They say words.
They know what the words are when they look at them.
They repeat sentences that the teacher reads.
They do workbook pages.
They use their heads to think.
You think it in your mind.

What do you have to do to learn to read?

You have to learn words and gotta get used to reading.
You learn letters and let your sister help you.
You come to school and read the work skill books.
People help you sound words and you memorize words and you use a dictionary.
You sit down and look at a book.

By WILLIAM D. PAGE
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GAY SU PINNELL
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You have to read something and record it in your mind. If you don't understand a word, you ask someone to help you or look it up.

You learn to spell—if you can spell, you can read. Me, for example, I read what is there and picture the story in my mind.

Why do people read?

So they can do stuff better.

To learn how to read.

If they don't read, they don't know the words, if somebody asks them to spell a question.

So that people can read street signs, car instruments, stuff at work, how to get places, and how to build things with Dad.

So that when other people write to you, you can understand what was written and to do better work.

So you aren't dumb.

I don't really know.

Reading is a smart thing to do. When you're in trouble, you can read in your room.

To get a job.

In life it would be very difficult not to be able to read. If you have all your abilities, you can find a job easier.

One sixth grade teacher interviewed and compared the answers of two girls in the class—one, a highly motivated advanced reader, and the other, a reluctant reader who had difficulty in comprehension. He was surprised when he compared their answers.

Why do people read?

Advanced reader: Because they want to learn and they read for pleasure.

Reluctant reader: To find out stuff from history—like presidents.

Why do you want to learn to read better?

Advanced reader: So that I can read more interesting things.

Reluctant reader: So I can read books with harder words.

What do people do when they read?

Advanced reader: They get pictures in their minds and just float away.

Reluctant reader: They go to school and try to pronounce words.

4. What kinds of reading occur in the classroom? After interviewing students and thinking about the questions, observe the reading going on in your classroom. Use a simple checklist to show who is reading, what he or she is reading, and for what purpose.

As with the interviewing process, you may find it difficult to find time for observation, but the activity is definitely worthwhile. You can gather a great deal of information in as short a time as 10 minutes. Careful observation, with the goal of better diagnosis of, and provision for, students' needs is an important part of reading instruction. You may want to ask (or to have an objective observer ask) students questions like these:

What are you reading?

Are you enjoying it?

Why are you reading that?

What's it about?

Through their experiences with reading, both at home and at school, children develop attitudes toward reading and toward themselves as readers. When teachers make decisions about teaching reading to students, they should realize that these attitudes play a crucial role in children's reading performance.

A group of teachers who were trying to evaluate and improve their reading program interviewed students from all six grades of an elementary school. They asked questions such as "Are you a good reader?" and "How can you tell you are (or are not) a good reader?"

Most children answered "yes" or "no" to the first question; others said, "I don't know." In answering the second question, many children revealed a dependence on their teacher's reactions or on test results; others indicated that they had internalized ways of evaluating their own reading.

How can you tell you're a good reader?

Because I get good grades.

I watch the teacher's face. If she smiles, then I know I'm good.

I know because I'm at the top group.

I know because I get the answers right.

Because I'm reading the red book and that's ahead.

Because I know what I read.

How can you tell you're not a good reader?

Because reading is too hard.

Because I'm behind in my group.

My teacher says I don't do very good in reading, but I'm good in math.

The interviews gave the teachers greater insight into the quality of teacher-child interactions in the school and into the kinds of attitudes toward reading and toward themselves that the children were building. Children need to think of themselves as effective readers and to feel that they have purposes for reading and can select materials accordingly.

Reading interests are related to the interests children bring to the situation. Teachers can use format interest inventories to gather information about their students, but these are sometimes difficult to translate into implications for classroom practice. Interests grow and change, and new interests arise every day. It is when interests are uppermost in children's minds that teachers can effectively encourage children to explore those interests further through reading. Knowing what individual children have shown inter-

est in and making guesses as to what subjects they are likely to find interesting can help teachers plan experiences within which reading and writing are natural and purposeful activities. A classroom collection of children's literature can help teachers provide for children's individual interests.

In *Children's Literature in the Elementary School,* Charlotte Huck recommends asking children questions such as "What are your favorite books?" and "Why?" She suggests watching, and talking informally with, children as they choose books, seeking insight into their self-perceptions and their reasons for choices.

No matter what teachers say is the reason for a reading assignment, setting its purpose remains the decision of the reader, and readers change their purposes to suit their interests.

Language is used to solve problems. Readers are seeking to reduce uncertainty, at least a portion of the time. The problem approach is one way of tapping directly into their motivations and interest.

The problems humans seek to solve by using written language fall into several major categories: (1) communicating over space, (2) communicating over time, (3) coping with complexity, and (4) enjoying recreation and seeking pleasure. These uses of written language involve both producing and interpreting it, and both processes involve reading. Teaching means creating situations where students can solve their own problems through reading and writing.

Some examples of problem solving through use of written language are briefly described below.

Space. Through written language, people communicate with others. Children can write notes or letters to others in their class or school (an intraschool post office is always popular). Students can also write letters to friends in distant places or to business and government agencies to seek information. Children can read letters they receive or news accounts to find out what people all over the world are saying about important issues—especially those which will affect them, their neighborhoods, or their schools.

In addressing the problem of space (and to some extent the other problem areas described below), it is difficult to separate reading and writing in order to focus directly on reading comprehension. Solving human problems is related to written language, in whatever ways human beings use it. When children send letters, they also receive answers, and those answers are reading material which has great personal significance.

Time. Humans read materials written by those who have lived in the past, or they write materials to be read by people in the future. A concrete way of bringing this notion home to children might be to have them leave notes or letters to be read later by others. Students in this year's class might leave instructions on care of the classroom guinea pig for next year's class to read. They might share journals which they have kept on school trips or family vacations. An effective way to make history come alive is to involve pupils in reading original documents or diaries written by people in past ages. Stories, historical fiction, and folk tales are a means of building the concept that past events can be communicated through written language. Students can examine old maps of the area to determine how their town used to look, or they can read old newspapers or magazines and examine the letters and documents collected by members of their own families. Students need such experiences throughout their school years to build the concept of communication over time.

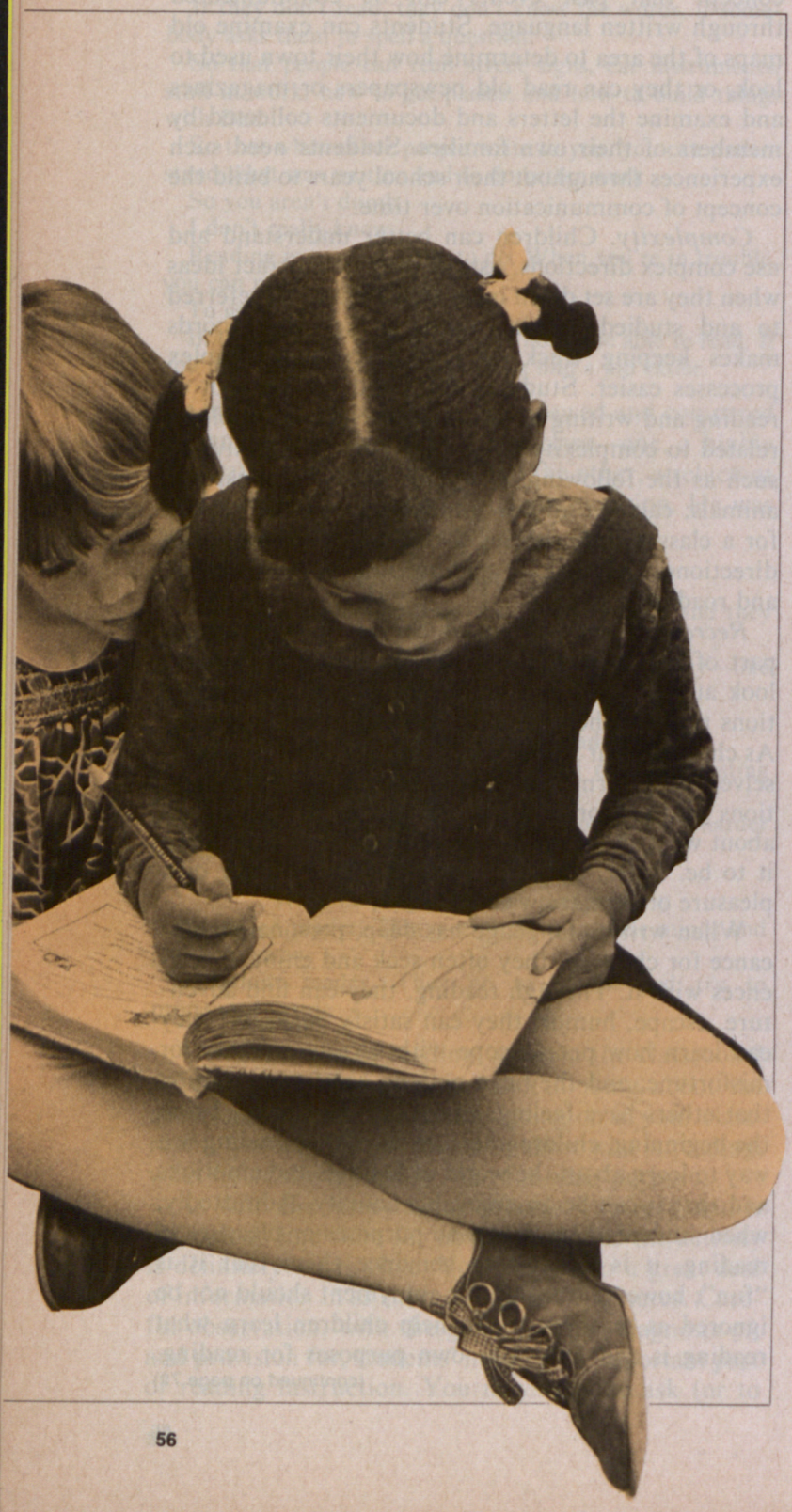
Complexity. Children can better understand and use complex directions, lists of data, or abstract ideas when they are set down in written form to be referred to and studied. Taking notes or keeping records makes keeping track of and describing complex processes easier. Students can build the concept of reading and writing as a means for solving problems related to complexity when they engage in activities such as the following: keeping records of classroom animals; calculating how much food will be needed for a class picnic; reading a recipe and following its directions; and making and reading graphs, charts, and road maps.

Recreation and enjoyment. Stories are an essential part of human experience. Through stories humans look at the world and build the internal representations that are the "theory of the world in the head." As children hear stories and then read them for themselves, they form and modify their own representations of the world. They tell stories to themselves about what the world is like and how they would like it to be. Later, they can write stories for their own pleasure or to share with others.

When written language has deep, personal significance for children, they often seek and enjoy experiences with it. Through reading, they can find adventure, escape, humor; they can satisfy curiosity; they can learn how people cope with sorrow, poverty, or misfortune; and they can get the comforting notion that others have feelings of fear or inferiority. From the beginning, children need to learn that reading is a way to learn about the world of feelings and emotions and that it can be an enjoyable activity. Admittedly, when students have found no purposes or pleasure in reading, it is difficult to convince them that it is "fun"; however, reading for enjoyment should not be ignored as teachers try to help children learn what reading is and find their own purposes for reading.

(continued on page 72)

Tips for Teaching Reading



In upper elementary classrooms, many students have great difficulty reading. They agonize over every word and don't understand most of what they read orally or silently. Getting these students to read for meaning is a serious problem for teachers.

In the past 12 to 15 years, researchers have used psycholinguistic methods to examine the interrelationship of reading, writing, speaking, and listening. Researchers have also used these same methods to examine the penchant of readers to read words in groups and predict what follows them, sampling only enough of the remaining words to confirm or cancel their prediction. The research results indicate that teachers should teach reading as a whole language process and that children learn to read by reading, not by filling in worksheets that focus on isolated skills.

By helping children read for meaning and by teaching skills in context as the need for them arises, teachers may be able to help overcome the reading problems in their classes. The following techniques may prove useful in getting students to read for meaning as well as in relieving their anxieties about reading.

Have students predict outcomes of stories and retell stories. Start by grouping together five or six students who, when they read, seem to be more concerned with word recognition than with comprehension. Tell them you are going to read them a story in sections, and you want them to listen carefully so they can answer questions about it each time you stop reading. (So that students can retain the story line, it is best to choose a story that is short and not to interrupt it too many times.)

After you have read several paragraphs, stop at a place you have picked out ahead of time. Ask the students to predict what they think is going to happen next. Accept all suggestions. Then ask students what they heard in the first part of the story that caused them to predict as they did. Again, accept all answers.

Continue reading the story, stopping a few more times. When you finish, ask students to compare the

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for Meaning

actual end of the story to their predictions of how it would end.

Next ask a student to retell the story as he or she remembers it. Then let students who remember the story differently give their versions. Suggest clues the author gave that could have been helpful in making predictions. Have students discuss why they remember differently. If they want to—and they usually will—let them convince one another that one of the viewpoints is correct.

Do not permit students to criticize anyone for remembering differently. If students are afraid to express their opinions, they will not develop their speaking and reading skills as readily as they would otherwise.

After you use this technique several times, individual students can tape their retellings of, and reactions to, stories and books they have read. Then you can listen to these tapes and discuss with the students any points that seem to need further clarification.

Ask a student to read a story onto a tape and then play back the tape for you. If the child has read words or phrases onto the tape that don't make sense, stop the tape and ask the child what he or she meant. Do *not* focus on the pronunciation of words but on their meaning. Thus you will help the child realize that he or she should always read for comprehension. Recommend that when the child comes to an unfamiliar word, he or she continue reading the sentence, paragraph, or page in an attempt to construct meaning from the context. If this fails, have the child look for the meaning outside the material—from the dictionary, a friend, the teacher.

Have students fill in missing words in a story. Select a short story or a passage of about 250 words from a longer story that a child can understand without any specialized knowledge. Leave the first and last sentences of the selection intact. Delete a word in the second sentence. Thereafter omit every fifth or seventh word. When you type the story, put in blanks of equal length for the omitted words.

Give students copies of the typed selection and ask them to read it first and then go back and fill in each blank with one word that will make sense in the story.

After the students have completed the assignment, discuss their answers. Accept any answers that make sense. Emphasize that several words may make sense in any one blank. Some students—especially those used to one "right" answer—will find this exercise threatening at first, but with your encouragement and guidance, students will overcome this difficulty. Stress that what they are doing as they complete this exercise is what they should be doing when they read anything—making sense of what the words say.

To encourage students to read things they want to comprehend, institute an uninterrupted daily reading time when students must read something that they themselves have chosen to read. Emphasize that you will be reading also and that they may *not* interrupt you as you read. Begin with 10 minutes a day and slowly increase the time to about 30 minutes a day.

These are just a few techniques teachers can use to help students learn to read for meaning. Resourceful teachers will find many others. □

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SPECIAL FEATURE
ON MARTIN LUTHER KING, JR.

The Words of Martin Luther King, Jr.

On Discrimination

For years now we have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. . . .

Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; . . . when you have to concoct an answer for a five-year-old son who is asking, "Daddy, why do white people treat colored people so mean?" when you take a cross-country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"—then you will understand why we find it difficult to wait.

—From "Letter from Birmingham Jail," April 16, 1963, in Why We Can't Wait. *Copyright © Harper and Row, Publishers, Inc., 1963.*

My mother, as the daughter of a successful minister, had grown up in comparative comfort. She had been sent to the best available school and college and had, in general, been protected from the worst blights of discrimination. But my father, a sharecropper's son, had met its brutalities at first hand, and had begun to strike back at an early

◀ Photo © 1964, Flip Schulke

age. With his fearless honesty and his robust, dynamic presence, his words commanded attention. . . .

I remembered riding with him [one day in my childhood] when he accidentally drove past a stop sign. A policeman pulled up to the car and said, "All right, boy, pull over and let me see your license."

My father replied indignantly, "I'm no boy." Then, pointing to me, "This is a boy. I'm a man, and until you call me one, I will not listen to you."

The policeman was so shocked that he wrote the ticket up nervously, and left the scene as quickly as possible. . . .

With this heritage, it is not surprising that I had . . . learned to abhor segregation, considering it both rationally inexplicable and morally unjustifiable. As a teenager, I had never been able to accept the fact of having to go to the back of a bus or sit in the segregated section of a train. The first time that I had been seated behind a curtain in a dining car, I felt as if the curtain had been dropped on my selfhood. Having the usual growing boy's pleasure in movies, I had yet gone to a downtown theater in Atlanta only once. The experience of having to enter a rear door and sit in a filthy peanut gallery was so obnoxious that I could not enjoy the picture. I could never adjust to the separate waiting rooms, separate eating places, separate rest rooms, partly because the separate was always unequal, and partly because the very idea of separation did something to my sense of dignity and self-respect.

—From Stride Toward Freedom. *Copyright © Harper and Row, Publishers, Inc., 1958.*

We've come here today to dramatize a shameful condition. In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was the promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious that America has defaulted on this promissory note in so far as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

—From "I Have a Dream." Copyright © 1963 by Martin Luther King, Jr. Reprinted by permission of Joan Daves.

On the South

I discussed [returning to the South] with my wife, Coretta (we had been married less than a year), to find that she too was hesitant. . . . We discussed the all-important question of raising children in the bonds of segregation. We reviewed our own growth in the South, and the many advantages that we had been deprived of as a result of segregation. The question of my wife's musical career came up. She was certain that a Northern city would afford a greater opportunity for continued study than any city in the Deep South. For several days we talked and thought and prayed over each of these matters. Finally we agreed that, in spite of the disadvantages and inevitable sacrifices, our greatest service could be rendered in our native South. We came to the conclusion that we had something of a moral obligation to return—at least for a few years.

The South, after all, was our home. Despite its shortcomings we loved it as home and had a real desire to do something about the problems that we had felt so keenly as youngsters. We never wanted to be considered detached spectators. . . .

We had the feeling that something remarkable was unfolding in the South, and we wanted to be on hand to witness it. The region had marvelous possibilities, and once it came to itself and removed the blight of racial segregation, it would experience a moral, political, and economic boom hardly paralleled by any other section of the country.

—From Stride Toward Freedom. *Copyright © Harper and Row, Publishers, Inc., 1958.*

FREEDOM HALL

The Martin Luther King, Jr., Center for Social Change in Atlanta recently broke ground for Freedom Hall, an $8,000,000 complex, to preserve, and increase students' awareness of, Dr. King's teachings and philosophy. Special classes, workshops, and research will be conducted in the Hall. The Center already conducts many activities to preserve Dr. King's teachings and philosophy. One is the Annual Summer Institute on Nonviolence, which the Center cosponsors with NEA.

NEA supports the campaign to build Freedom Hall and presented the initial $50,000 in teachers' donations to Coretta Scott King at the 1979 annual meeting of the NEA Representative Assembly.

Speaking at the 1979 Annual Summer Institute on Nonviolence held at the Center, NEA President Willard McGuire said—

We are proud that we have been able to make a small contribution to building Freedom Hall. We will continue our campaign, and I hope we will be able to make a similar contribution by January 15, 1980.

NEA local affiliates that have not already completed their Freedom Hall campaign should conduct their campaigns and file their reports with their state president's office or Mr. McGuire's office by December 20, 1979.

On Education

At this point, I often wonder whether or not education is fulfilling its purpose. A great majority of the so-called education people do not think logically and scientifically. Even the press, the classroom, the platform, and the pulpit in many instances do not give us objective and unbiased truths. To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from fiction.

The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals.

We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living.

—From "The Purpose of Education" in The Maroon Tiger, *Morehouse College newspaper, 1948.*

On Nonviolent Resistance

From the beginning a basic philosophy guided the movement. This guiding principle has since been referred to variously as nonviolent resistance, noncooperation, and passive resistance. But in the first days of the protest none of these expressions was mentioned; the phrase most often heard was "Christian love." It was the Sermon on the Mount, rather than a doctrine of passive resistance, that initially inspired the Negroes of Montgomery to dignified social action. It was Jesus of Nazareth that stirred the Negroes to protest with the creative weapon of love. . . .

Nonviolent resistance . . . emerged as the technique of the movement, while love stood as the regulating ideal. In other words, Christ furnished the spirit and motivation, while Gandhi furnished the method. . . .

Something began to say to me "He who passively accepts evil is as much involved in it as he who helps to perpetrate it. He who accepts evil without protesting against it is really cooperating with it." When oppressed people willingly accept their oppression they only serve to give the oppressor a convenient justification for his acts. . . . So in order to be true to one's conscience and true to God, a righteous man has no alternative but to refuse to cooperate with an evil system. . . .

If one uses this method because he is afraid or merely because he lacks the instruments of violence, he is not truly nonviolent. This is why Gandhi often said that if cowardice is the only alternative to violence, it is better to fight. He made this statement conscious of the fact that there is always another alternative: no individual or group need submit to any wrong, nor need they use violence to right the wrong; there is the way of nonviolent resistance. This is ultimately the way of the strong man. . . .

The phrase "passive resistance" often gives the false impression that this is a sort of "do-nothing method" in which the resister quietly and passively accepts evil. . . . While the nonviolent resister is not physically aggressive toward his opponent, his mind and emotions are always active, constantly seeking to persuade his opponent that he is wrong. The method . . . is not passive nonresistance to evil, it is active nonviolent resistance to evil.

A second basic fact that characterizes nonviolence is that it does not seek to defeat or humiliate the opponent, but to win his friendship and understanding. The nonviolent resister must often express his protest through noncooperation or boycotts, but he realizes that these are not ends themselves; they are merely means to awaken a sense of moral shame in the opponent. The end is redemption and reconciliation. The aftermath of nonviolence is the creation of the beloved community, while the aftermath of violence is tragic bitterness. . . .

This was what Jesus meant when he said: "I have not come to bring peace, but a sword." Certainly Jesus did not mean that he came to bring a physical sword. He seems to have been saying in substance: "I have not come to bring this old negative peace with its deadening passivity. I have come to lash out against such a peace. Whenever I come, a conflict is precipitated between the old and the new. Whenever I come,

NEA Resolution H-3
MARTIN LUTHER KING DAY

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons.

a division sets in between justice and injustice. I have come to bring a positive peace which is the presence of justice, love, yea, even the Kingdom of God.". . .

—From Stride Toward Freedom. *Copyright © Harper and Row, Publishers, Inc., 1958.*

On Poverty

New laws are not enough. The emergency we now face is economic, and it is a desperate and worsening situation. For the 35 million poor people in America . . . there is a kind of strangulation in the air. In our society it is murder, psychologically, to deprive a man of a job or an income. You are in substance saying to that man that he has no right to exist.

—From "Showdown for Nonviolence." Copyright © 1968 by estate of Martin Luther King, Jr. Reprinted by permission of Joan Daves.

When those [white jailers] told me what they were earning, I said, now, "You know what? You ought to be marching with us. You're just as poor as Negroes." And I said, "You are put in the position of supporting your oppressor. Because through prejudice and blindness, you fail to see that the same forces that oppress Negroes in American society oppress poor white people. And all you are living on is the satisfaction of your skin being white, and the drum major instinct of thinking that you are somebody big because you are white. And you're so poor you can't send your children to school."

—From "The Drum Major Instinct." Copyright © 1968 by estate of Martin Luther King, Jr. Reprinted by permission of Joan Daves.

The problem, the crisis we face is international in scope. In fact, it is inseparable from an international emergency which involves the poor, the dispossessed, and the exploited of the whole world. . . .

National movements within the developed countries must help to make it politically feasible for their governments to undertake the kind of massive aid that the developing countries need if they are to break the chains of poverty. We in the West must bear in mind that the poor countries are poor primarily because we have exploited them through political or economic colonialism. Americans in particular must help their nation repent of her modern economic imperialism. . . .

Even entrenched problems like the South African government and its racial policies could be tackled on this level. If just two countries, Britain and the United States, could be persuaded to end all economic interaction with the South African regime, they could bring that government to its knees in a relatively short time. Theoretically, the British and American governments could make that kind of decision; almost every corporation in both countries has economic ties with its government which it could not afford to do without. In practice, such a decision would represent such a major reordering of priorities that we should not expect that any movement could bring it about in one year or two.

Indeed, although it is obvious that nonviolent

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movements for social change must internationalize, because of the interlocking nature of the problems they all face, and because otherwise those problems will breed war, we have hardly begun to build the skills and the strategy, or even the commitment, to planetize our movement for social justice.

In a world facing the revolt of ragged and hungry masses of God's children; in a world torn between the tensions of East and West, white and colored, individualists and collectivists; in a world whose cultural and spiritual power lags so far behind her technological capabilities that we live each day on the verge of nuclear co-annihilation; in this world, nonviolence is no longer an option for intellectual analysis, it is an imperative for action.

—From "Showdown for Nonviolence." Copyright © 1968 by estate of Martin Luther King, Jr. Reprinted by permission of Joan Daves.

On Economic Opportunity

It is impossible to create a formula for the future which does not take into account that our society has been doing something special *against* the Negro for hundreds of years. How then can he be absorbed into the mainstream of American life if we do not do something special *for* him now, in order to balance the equation and equip him to compete on a just and equal basis? . . .

What will it profit him to be able to send his children to an integrated school if the family income is insufficient to buy them school clothes? What will he gain by being permitted to move to an integrated neighborhood if he cannot afford to do so because he is unemployed or has a low-paying job with no future? . . .

In asking for something special, the Negro is not seeking charity. He does not want to languish on welfare rolls any more than the next man. He does not want to be given a job he cannot handle. Neither, however, does he want to be told that there is no place where he can be trained to handle it. . . .

Few people consider the fact that, in addition to being enslaved for two centuries, the Negro was, during all those years, robbed of the wages of his toil. No amount of gold could provide an adequate compensation for the exploitation and humiliation of the Negro in America down through the centuries. Not all the wealth of this affluent society could meet the bill. Yet a price can be placed on unpaid wages.

—From Why We Can't Wait. *Copyright © Harper and Row, Publishers, Inc., 1963.*

On World Peace

I would submit to you this morning that what is wrong in the world today is that the nations of the world are engaged in a bitter, colossal contest for supremacy. And if something doesn't happen to stop this trend I'm sorely afraid that we won't be here to talk about Jesus Christ and about God and about brotherhood too many more years. . . . None of us is going to be around, because somebody's going to

make the mistake through our senseless blundering of dropping a nuclear bomb somewhere. . . .

This is where we are drifting, and we are drifting there, because nations are caught up with the drum major instinct. I must be first. I must be supreme. Our nation must rule the world. And I am sad to say that the nation in which we live is the supreme culprit. And I'm going to continue to say it to America, because I love this country too much to see the drift that it has taken. . . .

But God has a way of even putting nations in their place. The God that I worship has a way of saying, "Don't play with me." He has a way of saying, as the God of the Old Testament used to say to the Hebrews, "Don't play with me, Israel. Don't play with me, Babylon. Be still and know that I'm God. And if you don't stop your reckless course, I'll rise up and break the backbone of your power." And that can happen to America. Every now and then I go back and read Gibbons' *Decline and Fall of the Roman Empire*. And when I come and look at America, I say to myself, the parallels are frightening.

—From "The Drum Major Instinct." Copyright © 1968 by estate of Martin Luther King, Jr. Reprinted by permission of Joan Daves.

I accept this award today with an abiding faith in America and an audacious faith in the future of mankind. I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality.

I refuse to accept the cynical notion that nation after nation must spiral down a militaristic stairway into the hell of thermonuclear destruction. I believe that unarmed truth and unconditional love will have the final word in reality. This is why right temporarily defeated is stronger than evil triumphant.

I believe that even amid today's mortar bursts and whining bullets, there is still hope for a brighter tomorrow. I believe that wounded justice, lying prostrate on the blood-flowing streets of our nations, can be lifted from this dust of shame to reign supreme among the children of men.

I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity equality, and freedom for their spirits. I believe that what self-centered men have torn down, other-centered men can built up. I still believe that one day mankind will bow before the altars of God and be crowned triumphant over war and bloodshed, and nonviolent redemptive goodwill will proclaim the rule of the land. "And the lion and the lamb shall lie down together and every man shall sit under his own vine and fig tree and none shall be afraid." I still believe that we shall overcome.

—From Nobel Peace Prize acceptance speech. Copyright © 1964 by the Nobel Foundation. Reprinted by permission of Joan Daves.

Chronology of Dr. King's Life

1929. January 15. Born in Atlanta.

1948. Received the BA through a special program for the gifted at Morehouse College, Atlanta.

1951. Received the bachelor of divinity degree from Crozer Theological Seminary in Chester, Pennsylvania.

1953. While studying at Boston University, married Coretta Scott, an Alabamian who was studying at the New England Conservatory of Music.

Became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama.

1955. Received the Ph.D from Boston University.

Became leader of the Montgomery bus boycott, which began December 1 when Rosa Parks refused to give up her bus seat to a White and which ended December 21, 1956.

1957. Became president of the Southern Christian Leadership Conference (SCLC) at its founding meeting.

1958. Wrote *Stride Toward Freedom*, a description of the Montgomery boycott and of his own first involvement in the Civil Rights Movement.

1960. Became copastor with his father of the Ebenezer Baptist Church in Atlanta.

Arrested in a sit-in at an Atlanta lunch counter; released from jail through the intervention of Presidential candidate John F. Kennedy.

1963. April. Led Birmingham desegregation campaign, in which nonviolent demonstrators faced the dogs and fire hoses of Bull Connor's police.

August 28. Delivered "I Have a Dream" speech at the Lincoln Memorial to an audience of 250,000 who had come to Washington to protest against discrimination.

1964. Wrote *Why We Can't Wait*, a description of the events of 1963 and an analysis of the next directions for the Civil Rights Movement to take.

Won the Nobel Peace Prize.

1965. Led voter registration campaign in Selma, Alabama, and the march from Selma to Montgomery.

1966. Led campaign for open housing in Chicago.

1967. April 4. Speaking at Riverside Church in New York, condemned the Vietnam War as unjust, thus going beyond the established scope of the Civil Rights Movement.

November. Began organizing the Poor People's Campaign to demonstrate the needs of poor people of all races in the United States.

Wrote *Where Do We Go from Here? Chaos or Community*, an examination of discrimination and poverty as the causes of national discord.

1968. April 4. Assassinated in Memphis while supporting a strike by sanitation workers.

"How We Teach About King"

In 1978-79, one of the goals of the Massachusetts Teachers Association (MTA) Human Relations Committee was to make Massachusetts teachers more aware of the achievements of Martin Luther King, Jr. We believe that he is significant today not only as the leader of a movement that changed the country, but as an advocate of nonviolent methods of social change in our violent time.

To reach our colleagues, we put together for the December 13, 1978, issue of *MTA Today*, a four-page section on teaching about Dr. King and his work. In it, we provided teaching ideas and background information that we had found especially useful with our own classes. This article will describe how we put some of those ideas into practice. (For more of our ideas and those of others, see the teaching suggestions that follow this article.)

Dr. King's birthday, January 15, is a holiday in Massachusetts, and we've found the week leading up to it an excellent time to study about his life and what it means.

Our school districts, and many parts of Massachusetts, contain people from many ethnic groups, from Chinese to Italian, Irish to Portuguese. Karen teaches in a suburb to which many Boston families have moved in recent years; Barbara, in an old manufacturing city. Neither of us has many Black students in her classes.

Our students learn a lot about understanding other people while they are studying Dr. King. They find out about one another's backgrounds and examine and discard many stereotypes about people who are different from themselves. In a school system where violence sometimes occurs, Barbara's students see in Dr. King a model of nonviolence—and effectiveness. Their study opens their eyes to other things, too; for example, that a minister with a Ph.D. can lead a movement for social justice.

Barbara is a member of an instructional team that teaches English, math, history, and science to a school-within-a-school of 100 students. Karen is a member of an instructional team that teaches the same subjects as Barbara's team to approximately 120 students.

Both of us have been able to interest many of our colleagues in taking part in the study.

Teachers have thus introduced different aspects of Dr. King's life and work to students in different ways throughout the week. As a result, we have found that in May the unit is one that stands out in students' minds.

In both our schools, the English teachers have joined in the study of Dr. King by giving special reading or writing assignments and discussing the subject in class. The school reading rooms display books about Dr. King, civil rights, and nonviolence. (For names of some such books, see the list of resources at the end of this feature.)

During the week when we are teaching the unit, the art teachers have had students draw pictures of Dr. King or of scenes from his life. (The art teacher in Karen's school brings in records from the 60's—by Judy Collins, Bob Dylan, Arlo Guthrie—to set the tone while the students work on their pictures.) The music teachers have taught students some of the Movement songs, like "Oh, Freedom," "Ain't Goin' Let Nobody Turn Me Roun'," and, of course, "We Shall Overcome."

Coordination like this doesn't come about without effort, however. Teachers do not like to teach about subjects or persons they're not familiar with, so a great deal of preparation is necessary for those teaching about Dr. King for the first time.

Local education associations in the state are providing materials to help members get started teaching about Dr. King. Last year, for example, the New

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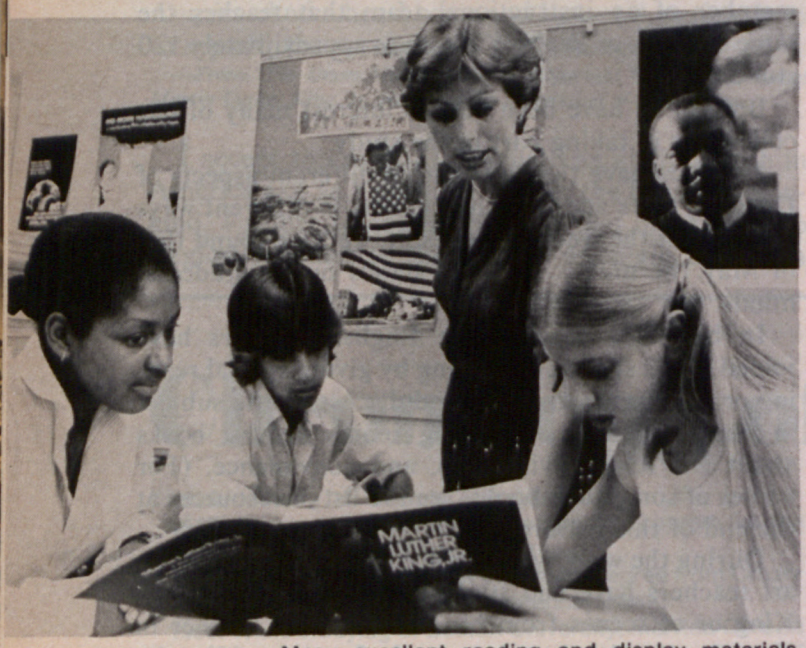
Bedford Education Association produced a bookmark with a picture of Dr. King, a quotation from him, and a few of the most important facts about him. Teachers thus have a compact memento of Dr. King to give their students.

The MTA Human Relations Committee held a statewide poster contest for India ink portraits of Dr. King by students from kindergarten through grade 12. The Committee is reproducing the winning poster for teachers to use in their classrooms in January 1980. NEA Teacher Rights provides teaching suggestions and a resource list. Also, in conjunction with the Martin Luther King, Jr., Center for Social Change, it cosponsors an annual summer Institute on Nonviolence. By giving members aids like these, associations encourage teachers to work with the subject.

How do we get our students into the study of Dr. King? For Barbara's students, the unit may begin with the reading of Booker T. Washington's *Up from Slavery* in English classes. Barbara goes on to discuss



Many excellent reading and display materials are available for use in teaching about Dr. King.

with her students successive Black leaders in the United States and the conditions they have had to fight against, describing some of the discrimination she herself had to face growing up as a Black in New York City. She opens discussion of the Civil Rights Movement and Dr. King by stressing the astonishing scope of the changes that Dr. King's nonviolent movement brought about.

Karen may start by discussing Gandhi's nonviolent liberation movement in India—how it worked and what conditions were like in India at the time it was carried out. From there she goes on to describe the nonviolent Civil Rights Movement in the United States and the conditions of discrimination the Movement sought to eradicate.

Another way to start the unit is to show the television movie of *The Autobiography of Miss Jane Pittman*, which both of us have found works well with our classes. It seizes the students' attention, gives them a great deal of information, and starts them thinking about the status of Black people in the United States. Karen sometimes has her more advanced students read the book, by Ernest J. Gaines.

Early in the unit we also like to have students read *It Started in Montgomery*. This paperback tells how Rosa Parks's refusal to give up her bus seat to a White man set off the Montgomery bus boycott of 1955-56.

Once students begin their study of Dr. King, Barbara holds a contest among them for the best designed mobile that features 12 events in Dr. King's life. All the students keep close watch through the week on the latest mobiles to go up, and teachers of other subjects get involved by judging the contest.

The students learn several kinds of things by making the mobiles. They do research on the events they want to show; they learn about design, color, balance, symbolism; they learn new words. They think about whether to make their mobiles the red, black, and green of Black liberation—or red, white, and blue. They get excited about this project, and they really grow. One little boy who had never stood out turned out to have artistic ability.

Another favorite activity of Barbara's classes is very different from the mobile contest: working a word-search puzzle in which words like *unconditional, boycott,* and *philosophy* are hidden in a grid of letters. Dr. King's life gives students a chance to learn a lot of vocabulary they might not encounter in other parts of a history course, and the ideas the words represent start the students thinking about some new concepts.

The videotape of the television production *King*, an NBC production, is another resource we both like. State associations or local associations can contact NBC and arrange a showing of *King*.

We are revising our teaching kit this year. Last year, after it appeared in *MTA Today*, 2,000 requests for reprints came in. We know that teachers across the country have taught or plan to teach their students about Martin Luther King, Jr., and the meaning of his work for all of us today. We hope this account of our experiences is helpful to them. □

Today's Education invites brief letters from teachers who have developed original methods of teaching about Dr. King, the Civil Rights Movement, or nonviolence, or who have had interesting classroom experiences in dealing with these subjects.

Additional Suggestions for Teaching About Martin Luther King, Jr.

The following are some ideas for teaching about Martin Luther King, Jr., and observing his birthday, January 15. They are suitable for students at various levels: Choose the ones that will be right for your students. Many of the suggestions derive from the NEA Black Caucus; from *MTA Today*, published by the Massachusetts Teachers Association, for December 1978; or from the unit developed for the *NJEA Review* each January by the New Jersey Education Association's Human Rights unit. (Other suggestions appear in the preceding article.)

Topics for class or panel discussions

Many of these are also suitable topics for compositions.

1. Leaders of revolutionary movements
2. What makes a hero
3. Civil rights movements in the United States, past and present
4. Freedom fighters of all races and the qualities that help them succeed
5. The proper work of a member of the clergy: within the church exclusively?
6. Causes and effects of the assassinations of John F. Kennedy, Martin Luther King, Jr., and Robert F. Kennedy
7. Different types of discrimination
8. Nonviolent protest as a cause of social change.

Topics for compositions

Many of these are also good topics for discussion.

1. What one of the marches was like from a marcher's point of view
2. An event in Dr. King's life as reported in a newspaper
3. Working with Dr. King or in the Southern Christian Leadership Conference (SCLC) as described in a letter from a member of SCLC
4. One of Dr. King's stays in jail as described by a cellmate
5. A day in the life of a Black child in a Northern or Southern city or on a Southern farm, in 1950 and today
6. Montgomery, Alabama, just before, during, and just after the bus boycott of 1955-56
7. Birmingham, Alabama, just before, during, and just after the demonstrations of 1963
8. The major causes of one of the marches
9. The life of James Earl Ray and his present situation
10. The work of the U.S. House of Representatives Committee on Assassinations
11. Dr. King and the peace movement
12. Dr. King and the Poor People's Campaign
13. The influence of Mahatma Gandhi on Dr. King
14. John F. Kennedy and civil rights
15. The role of the Black church and the White church in the Civil Rights Movement
16. Dr. King's place in U.S. history
17. The nonviolent mass movement as a weapon against injustice
18. The most important lessons for today from one of Dr. King's books or from his activities
19. What Dr. King would want to change in the United States—or in the world—today.

Art assignments

1. Pictures of scenes from Dr. King's life, perhaps joined in a mural
2. A scrapbook about Dr. King
3. A collage about Dr. King
4. An abstract painting based on Dr. King's life, work, or times
5. A bust of Dr. King in any medium.

Topics for dramatizations or role playing

1. Incidents from Dr. King's life, such as his stay in Birmingham jail
2. Rosa Parks refusing to give up her seat on the bus
3. Senator John F. Kennedy's telephone call during the 1960 Presidential campaign to Mrs. Coretta King, when Dr. King was confined in a Georgia jail.
4. A nonviolent resolution to a fictional conflict between people or groups of people that might otherwise be resolved violently or to a violent historical conflict, such as that between the United States and North Vietnam.

Other Activities

1. Divide the class arbitrarily, by last name or location of seat, into two sections. For one day, favor the first group for all games, jobs, errands, and participation in class. Ignore the rest. The next day, favor the other group. Then discuss with the class how it feels to be discriminated against for something that isn't your fault.
2. Assign a list of vocabulary words related to events in Dr. King's life, for example, *boycott, racism, discrimination, assassination.*
3. Recommend two or three suitable books about Dr. King to your students. Ask them to go to the library and add to this list.
4. Each day ask a student to bring to class a quotation from Dr. King and write it on the chalkboard.
5. Have the students prepare maps of the United States, choosing symbols, filling in the locations where the major activities of Dr. King occurred, and tracing the routes taken. Use the routes and symbols on the maps as starting points for discussion.
6. Observe Dr. King's birthday. (Write to NEA Teacher Rights or to the Martin Luther King, Jr., Center for Social Change for an idea booklet on how to have a unique birthday party.)

The whole school and community can be involved in the observance of Dr. King's birthday through such activities as public programs, writing and art contests, concerts, drama contests and performances, and radio talk shows.

For more ideas about teaching about Dr. King and observing January 15, write NEA Teacher Rights, 1201 16th St., N.W., Washington, DC 20036. □

Resources

Books by Martin Luther King, Jr.

King, Martin Luther, Jr. *Strength To Love.* Cleveland, OH: William Collins, 1977. 146 pp. Paper, $2.95.*

———. *Stride Toward Freedom.* New York: Harper and Row, 1958. 230 pp. $10.*

———. *The Trumpet of Conscience.* New York: Harper and Row, 1968. 78 pp. $10.95.

———. *Where Do We Go from Here? Chaos or Community.* New York: Harper and Row, 1971. 208 pp. Cloth, $4.95; paper, 95¢.

———. *Why We Can't Wait.* New York: Harper and Row, 1964. 178 pp. $10.95.*

Books About King for Mature Readers

Bennett, Lerone. *What Manner of Man: A Biography of Martin Luther King, Jr. 1929-1968.* Chicago: Johnson, 1968. 251 pp. $9.95.*

Johnson Publishing. *Martin Luther King, Jr. 1929-1968: An Ebony Picture Biography.* Chicago: Johnson, 1968. 77 pp. $1.50.*

Lewis, David L. *King: A Biography.* Second edition. Chicago: University of Illinois Press, 1978. 481 pp. Cloth, $17.50; paper, $5.95.

Lincoln, C. Eric, editor. *Martin Luther King, Jr.: A Profile.* New York: Hill and Wang, 1969. 232 pp. $4.50.

Schulke, Flip, editor. *Martin Luther King, Jr.: A Documentary . . . Montgomery to Memphis.* New York: W. W. Norton, 1976. 224 pp. Cloth, $15; paper, $8.95.

Books About King for Children

Clayton, Edward Taylor, editor. *Martin Luther King: The Peaceful Warrior.* Third edition. Englewood Cliffs, NJ: Prentice-Hall, 1968. 95 pp. $5.95. (Grades 4-7.)

Dr. Kay, James T. *Meet Martin Luther King, Jr.* New York: Random House, 1969. 89 pp. $3.95. (Grades 3-6.)

Jones, Margaret Boone. *Martin Luther King, Jr.: A Picture Story.* Chicago: Children's Press, 1968. Unpaged. $5.50. (Grades 1-4.)

Patterson, Lillie. *Martin Luther King, Jr.: Man of Peace.* Champaign, IL: Garrard, 1961. 96 pp. $4.48. (Grades 3-6)

Preston, Edward. *Martin Luther King: Fighter for Freedom.* Garden City, NY: Doubleday, 1970. 142 pp. $5.95. (Grades 7-8.)

Wilson, Beth P. *Martin Luther King, Jr.* (A See and Read Biography.) New York: Putnam, 1971. 64 pp. $4.49. (Grades 2-4.)

Young, Margaret B. *The Picture of Life of Martin Luther King, Jr.* New York: Franklin Watts, 1968. 45 pp. $5.90. (Grades K-3.)

Audiovisual Materials

Free at Last. Three speeches by Martin Luther King, Jr.: "I've Been to the Mountain Top," "I Have a Dream," and "Drum Major Instinct." G 7929 R1. Detroit: Motown, 1968. 10-inch record, 33 ⅓ rpm. $4.*

Martin Luther King, Jr.: Apostle of Nonviolence. (Narrated by Ossie Davis.) 35 min., color filmstrip with taped (cassette) narration. Teacher's guide. Black American Civil Rights Series. New York: McGraw-Hill (Webster Div.), 1971. $21.

King: Montgomery to Memphis. 180 min., 16 mm b & w film. (Also available in two shorter versions and in 35 mm.) New York: Film Images, 1969. Rental, $200.

For a more extensive resource list, including a bibliography on nonviolence, write to NEA Teacher Rights, 1201 16th St., N.W., Washington, DC 20036.

*This can be obtained from the Martin Luther King, Jr., Center for Social Change, 503 Auburn Ave., N.E., Atlanta, GA 30312. The Center will also provide on request an order form for books, pictures, and other materials about Martin Luther King, Jr.

SIX IMPORTANT WORKSHOPS

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Cincinnati, OH	Mar. 4	Feb. 6	Nov. 14	Feb. 29		Mar. 27
Clark, NJ		Apr. 16	Nov. 7			
Cleveland, OH	Mar. 18	Nov. 16	Apr. 17	Feb. 28	Dec. 13	Mar. 26
Dallas, TX	Feb. 14	Mar. 28	Feb. 14	Nov. 15	Apr. 17	
Denver, CO		Dec. 7	Mar. 6	Mar. 21		
Detroit, MI	Nov. 13	Nov. 15	Apr. 16	Feb. 27	Dec. 12	Feb. 5
Grand Rapids, MI		Nov. 14	Apr. 15		Dec. 11	
Hartford, CT	Mar. 6	Apr. 18	Nov. 8	Feb. 7		Feb. 27
Houston, TX		Mar. 27	Feb. 13		Apr. 16	
Los Angeles, CA		Mar. 12	Dec. 4			
Manchester, NH		Nov. 9	Mar. 27			
Milwaukee, WI		Dec. 6	Mar. 4	Mar. 19		
Minneapolis, MN	Nov. 15	Dec. 5	Mar. 5	Mar. 20		Nov. 8
New York, NY	Mar. 5	Apr. 17	Nov. 6	Feb. 6		Feb. 28
Orlando, FL	Feb. 13	Feb. 1	Mar. 13	Nov. 16	Apr. 15	Feb. 29
Philadelphia, PA	Feb. 12	Feb. 7	Nov. 15	Dec. 12		
Portland, OR		Mar. 13	Dec. 5			Nov. 9
Rochester, NY	Mar. 20	Nov. 7	Mar. 25	Dec. 14	Feb. 26	Feb. 6
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Workshops To Improve Instruction

The days of being simply a "classroom" teacher are over. Today, classroom teachers are expected to be contemporary counterparts of Leonardo Da Vinci's "Renaissance Man." They are expected to know about the advantages and disadvantages of testing, to teach handicapped students, and to develop and implement lessons that reflect a multicultural and multilingual society. They are expected to maintain a wholesome classroom atmosphere; to understand the changes that are going on in higher education; and to keep abreast of public policy that affects job security, teacher evaluation, in-service education, licensure, and the latest research in classroom instruction.

To help teachers gain the knowledge they need, NEA will conduct in 1980 six regional conferences on instruction, open to all NEA members and geared to their needs. Each participant at each of the two-day conferences will have the opportunity of attending several of the following 11 workshops.

• **Testing.** Standardized testing practices are under attack from Maine to California. At the same time, nearly 40 states have mandated minimum competency testing programs for promotion and graduation. Controversy centers around the purposes of testing, the meaning of test scores, the way tests are used, and ways other than standardized achievement tests to assess student progress.

Parents are confused; kids are bewildered; and teachers need the most current information and thinking available to define good testing practices and to speak out to parents and school boards about the abuses of testing.

This workshop will present information about the abuses of testing and will inform participants of what they can do to eliminate them.

• **Discipline.** What should teachers do when kids swear, fights break out, or wise guys sound off in the classroom? Teachers perennially put discipline at the top of their lists of frustrating problems; parents and the general public consider it a critical problem, too. Teachers know that a good lesson plan is no longer the most important guarantee in establishing an orderly classroom.

The classroom should be a place to learn, but more and more it has become a place to test the wills of students who misbehave and of teachers who are trying to teach. This workshop provides teachers with guidelines for effective discipline and suggests ways to implement the guidelines.

• **Teacher Stress.** Teacher stress, like air pollution, is epidemic. Many teachers are leaving the profession.

This workshop aims to bring a little hope to those who are attempting to cope with the stress in their professional lives and to remain in the classroom. It will take a hard look at pressures that cause stress in teachers' lives—classroom interruptions, cutbacks in school support, laws that require teachers to teach handicapped students before being educated to do so, excessive red tape and paperwork, and demands that schools go back to the basics with all deliberate speed. It will also identify resources and ways to ease that stress.

• **Teacher Centers.** There are now 90 federally funded teacher centers around the country. Without doubt, teacher centers are the wave of the future in in-service education. Teachers are in the majority on their policy boards, making important decisions on in-service education. In this workshop, teachers from various centers will discuss what they do and how they do it and will encourage others to follow suit.

• **Education of the Handicapped.** Classroom teachers everywhere are grappling with the Education for All Handicapped Children Act (PL 94-142) and attempting to teach handicapped students in the "least restrictive environment." The promise PL 94-142 gives to the handicapped is big, but so are the problems attendant on keeping that promise.

This workshop will present tips on how to teach children with handicaps, introduce resources for teaching the handicapped, and provide an update on the law and on association action related to the law. It will also present information on how teachers can help nonhandicapped and handicapped students to understand and accept one another.

• **Education for the Gifted and Talented.** What is a good definition of gifted and talented? What are appro-

priate ways of identifying gifted and talented students? Should these students be in special programs? If they should, when should they be placed in such programs?

This workshop will explain implications of federal legislation and current research on giftedness; point out exemplary programs and resources on the subject; and discuss other pertinent issues, including those related to elitism and equality. The workshop will also present organizational strategies for influencing state and local programs for the gifted and talented.

- **Teachers and Public Policy.** Laws that relate to public schools affect teachers both in and out of the classroom. The message of this workshop is that teachers must influence public policy from the perspective of the classroom—the scene of the action—and reverse the traditional top-down approach to educational policy making. The workshop will present strategies teachers can use to affect school policy at local, state, and national levels.
- **Professional Development.** What do teachers need to know and what should they be able to do in the classroom for their students? What should a license to teach mean? What are the unique skills held by only those licensed to teach? Should graduates of accredited colleges of education automatically qualify as teachers? What does the National Council on the Accreditation of Teacher Education mean to teachers and teacher education institutions? If teachers live in a state that requires relicensure, what do they need to do to qualify? Finally, how does teacher evaluation fit into the whole maze?

  This workshop will explore some responses to these questions.
- **Higher Education.** Higher education is undergoing major changes for two reasons: because of the reexamination of federal funding for higher education and because of the demographic changes in its student body—changes in the numbers to be served and in the age, economic status, and social status of students. What all of this will mean to higher education personnel is yet unknown, except that these changes will affect jobs.

  This workshop will examine three conditions that affect higher education—population shifts, federal funding, and personnel evaluation—and their implications for change.
- **Cross-Cultural Education: Bilingual/Multicultural.** Thousands of teachers are now involved in bilingual education and multicultural education programs. Those involved are well aware of the problems they confront in making these programs successful. This workshop will look at specific ways to make cross-cultural education and bilingual programs work in the classroom and will discuss what teachers can do outside the classroom to promote and support this effort.
- **Negotiating Class Size and Other Instructional Issues.** Good instructional practices are part of good working conditions. This workshop will examine a variety of issues related to instruction—collective bargaining, class size, discipline, in-service education, testing—and look at ways in which a local or state association can respond to teacher concerns about them. The workshop will present a broad range of association action.

If the descriptions of these workshops sound like your song, make plans to attend the regional conference scheduled nearest you. □

Schedule for 1980 Conferences

Dallas, Texas (January 26-27), Dunfey Dallas Hotel

College Park, Maryland (March 8-9), University of Maryland Conference Center

Knoxville, Tennessee (March 22-23), University of Tennessee Conference Center

Columbus, Ohio (May 10-11), Ohio State University

Amherst, Massachusetts (April 19-20), University of Massachusetts

Long Beach, California (July 8-9), California State University at Long Beach.

Every effort is being made to keep conference costs at a minimum. The conference registration fee will be $10. Tickets for all special functions, such as banquets, will be sold on an optional basis.

For further information, contact Andrew Griffin, conference coordinator, NEA/IPD, 1201 16th St., N.W., Washington, DC 20036; (202) 833-4117.

TEACHERS STUDY IN FLORIDA!

Teachers are now finding it possible to combine vacation with graduate study at Nova University, a private, nonprofit institution located in Ft. Lauderdale with over 7,000 students. Nova has a history of developing programs for working professionals and offers programs for teachers who want to study for the Master's and Educational Specialist degrees. Dr. Burke, Program Director, said "Teachers visiting South Florida have made an interesting discovery; that Nova has one of the largest and most diversified offerings of courses and programs."

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CIRCLE QUICK-ACTION CARD NO. 23

READING
(continued)

Huck's *Children's Literature in the Elementary School* offers a wealth of ideas for extending literature and fostering enjoyment of reading. Involving students in choosing their own materials is also an important factor in helping them read for enjoyment.

Dealing with attitudes and purposes for reading can involve teachers in examining every element of the reading situation: the textbooks and materials; their own purposes, behaviors, and assumptions; and students' responses. Since the reader is the ultimate determiner of purpose in reading, the teacher must try to see things from the student's perspective. Purpose is related to the youngster's background experiences, to interests, to perceptions of both immediate and future needs for reading, and to the context in which reading takes place.

The classroom environment is a context in which students build a theory of reading—of what reading *is* and of what reading *is for*. Students need to discover that reading is personally important and interesting to them and, further, that it is necessary for functioning in the world. Confidence, interest, motivation, and awareness of purpose all contribute to the context within which students learn that reading can serve their own purposes. These critical attributes are intangible and difficult to measure, but students require them along with the skills of reading. ☐

This article has been excerpted from *Teaching Reading Comprehension* by William D. Page and Gay Su Pinnell. Copyright© 1979 by the ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English. Reprinted with permission.

See the September-October issue for information about specialized editions.

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CIRCLE QUICK-ACTION CARD NO. 12

The Teacher as a Consumer

Buying Better Eye Care

Among your most precious abilities is the ability to see. Indeed, the possible impairment of vision has been an occupational hazard for teachers since the dawn of "written work." Many teachers have visual impairments that can be corrected by proper eyewear (glasses or contact lenses).

Can good vision be bought? Yes, it can—if the buyer shops wisely. Price is one consideration. Other points to consider are the skill of the eye doctor, the quality of the eyewear, and the service you will receive if something goes wrong.

Your first step is to select a doctor. More than half the American population wears eyeglasses or contact lenses—yet many Americans have difficulty sorting out the different professions offering eye services.

- *Ophthalmologists* are medical doctors (MD's) who specialize in treating eyes. They can perform surgery; they can prescribe drugs as well as lenses; and they are also frequently licensed to sell prescription eyewear.
- *Optometrists* are graduates of optometry school, not medical school. They are trained to examine eyes and to detect eye diseases, but they cannot treat those diseases. They may, however, prescribe and sell eyewear.
- *Opticians* cannot examine eyes or prescribe lenses; they can only sell eyewear, including products prescribed by ophthalmologists and optometrists.

You are the best judge of which kind of services you need at any particular time to correct a vision problem or simply to maintain good vision through routine preventive care.

Make sure, however, that the individual practitioner you choose to examine your eyes will accept responsibility for the correctness of the prescription: If the prescription isn't right, the prescriber should give you another examination.

When you've chosen someone to examine your eyes, it's time to begin thinking about where to get the prescription filled. As in the case of other personal health products, the consumer can never be absolutely sure beforehand that a pair of eyeglasses or contact lenses from one retailer will be superior to a pair from another.

Studies have shown that price has so far not been a valid indicator of quality in eyewear. However, that situation may be changing as a result of a Trade Regulation Rule put into effect on July 13, 1978, by the five-member Federal Trade Commission (FTC).

This rule holds two major benefits for anyone who wears glasses. First, it requires eye doctors to give patients their lens prescriptions immediately after an eye exam. The examiner cannot charge extra for this, either. If you do not receive your prescription, ask for it: It is yours by law.

Second, the rule removes restrictions on the advertising of eyewear and vision care services. Before the FTC's rule went into effect, some states and professional associations prohibited such advertising. Now, with your prescription in hand, you can shop for glasses much as you would shop for anything else, scanning the eyewear ads in newspapers or on TV or billboards to compare one merchant's quality, service, and price with another's. A local consumer affairs office or Better Business Bureau may be able to tell you something about the performance records of different eyewear merchants in your community.

Finally, in comparing eyewear merchants, what kinds of services should you look for?

- How long must I wait for delivery of eyewear?
- Will the merchant give me replacement lenses if the first ones don't match the prescription?
- What is the merchant's guarantee and refund policy if the glasses are unsatisfactory in any other way?

Suppose the merchant will not replace an incorrectly ground lens or the examiner will not admit an error in the prescription—and you still have problems. In that case, call or write your local consumer protection office or licensing board. Ask them to handle your complaint directly or suggest some kind of third-party mediation.

The important thing to remember is this: The law is on the consumer's side in the eyewear marketplace. You have the knowledge to shop around and the right to assert yourself for a fair deal. Your eyes deserve the best care you can give them.

—Theodore O. Cron, *director of consumer education, Bureau of Consumer Protection, Federal Trade Commission.*

NEA's FEDERAL INCOME TAX GUIDE FOR TEACHERS: 1980 Guide

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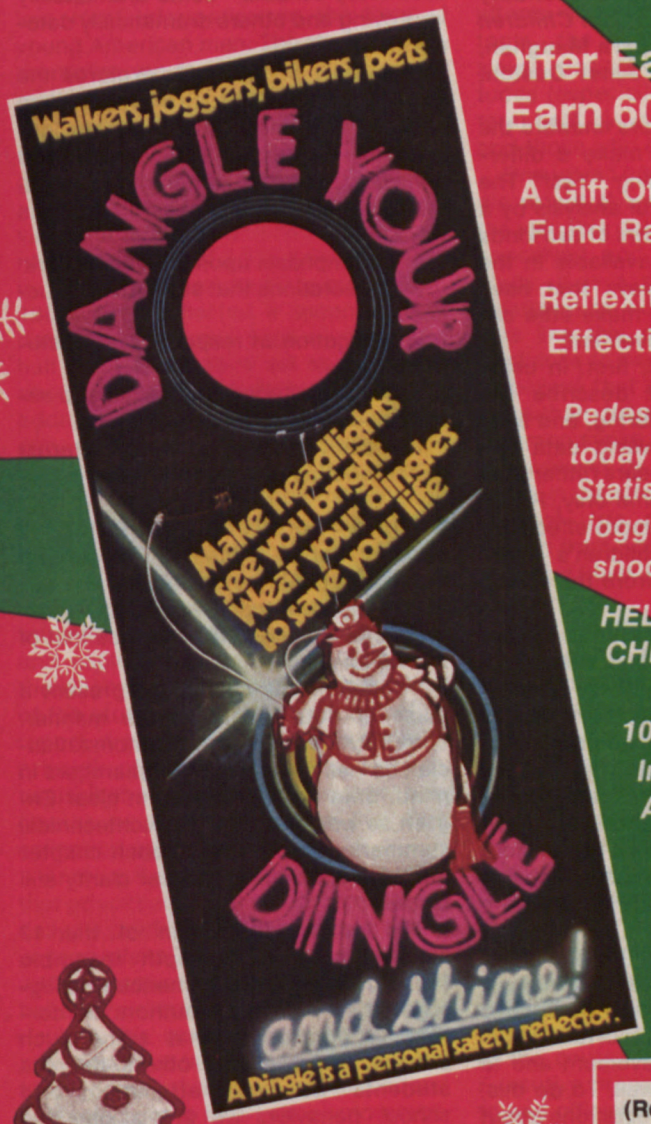
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Books

Fifteen Thousand Hours: Secondary Schools and Their Effects on Children by **Michael Rutter, Barbara Maughan, Peter Mortimore,** and **Janet Ouston.** Harvard. 285 pp. $10.

Fifteen Thousand Hours answers the question, "Do schools make a difference?" with a resounding "Yes!" The answer rests upon skillful analysis by a team of British researchers of two kinds of data that were not available in the recent large-scale surveys that have suggested that schools make little difference in student achievement.

The study is unusual, first, in using longitudinal data that describe the same children before, during, and after secondary school. By using data collected over a period of years rather than data collected at one time only, Rutter and his colleagues can more effectively separate the effects children's backgrounds have on them from the effects their schools have.

Second, the data on schools comes from studying 12 schools in depth. Located in inner London, these schools contain student bodies that are racially mixed and diverse in academic ability and social status, though they tend to the lower end of both the latter scales. The in-depth examination of these schools allows the authors to consider more subtle characteristics of schools than researchers typically obtain from large-scale surveys.

While acknowledging the effects of background, the authors convincingly demonstrate that the school a child attends also makes an important difference to his or her achievement and to his or her behavior as well. To do this, they first generated expectations about the students' achievement and behavior in secondary school from measures of family background, behavior in elementary school, and achievement in elementary school. These were compared with actual achievement on national tests at the close of secondary school, with measures of behavior and attendance in secondary school, and with measures of delinquency outside school. The students' scores on all the actual measures differed between schools in ways that could not be accounted for by their backgrounds or by their elementary school performance.

While acknowledging that children can affect their school—that they and it can enter self-reinforcing spirals of mutual response—the authors conclude from their data that the school is the more important factor in this relationship. Initially similar student bodies changed in opposite ways in different secondary schools—some dramatically improving and others dramatically deteriorating.

The heart of the book explores the characteristics of the secondary schools that most improved—or depressed—students' achievement and behavior. Prominent among the characteristics of the successful schools were—

- An emphasis upon academic work
- Expectations that students will succeed
- Delegation of responsibility to students
- Care for students' physical and social needs within the school
- A spirit of cooperation and interest in one another's work among the faculty.

These were characteristics of schools, not of teachers. The authors argue that the organization and the culture of the total school affect the behavior of individual adults as well as that of individual children.

Rutter and his colleagues present a mass of data in an incisive manner. They have written with the nonstatistician as well as with other researchers in mind; data are interpreted in clear English as well as in figures. Nontechnical summaries at the end of each chapter and in a concluding chapter clarify still further.

The mix and location of the 12 schools studied in depth resemble those of many urban American desegregated schools. If the authors are correct in concluding that some such schools improve and others depress students' academic attainment and school behavior, we are asking the wrong question when we inquire, "What are the effects of desegregation?" Instead we should ask, "What kinds of schools are more and less successful in working with desegregated student bodies? And why?"

Reviewed by **Mary Haywood Metz,** *assistant professor of educational policy studies, University of Wisconsin—Madison.*

Adolescence to Adulthood: Change and Stability in the Lives of Young Men by **Jerald G. Bachman, Patrick M. O'Malley,** and **Jerome Johnston.** Institute for Social Research, The University of Michigan. 351 pp. $16.

Adolescence to Adulthood is the sixth volume in a distinguished series published by the University of Michigan's Institute for Social Research under the general title *Youth in Transition.* This most recent volume is in the tradition of its predecessors in that it is a highly intelligent and sophisticated analysis of important information on the lives of young American men. The study is built, moreover, on longitudinal data, which makes it especially valuable to scholars who follow the academic and career development and social and personal growth of young men.

By means of a questionnaire interview, the authors collected data from a national sample of 2,277 American boys in the fall of their tenth grade year in 1966. They collected a second set of data from the same boys a year and a half later, and a third set as they were about to graduate from high school. In addition, they studied the young men one year and five years after high school; the final sample contained more than 73 percent of the original sample.

At each point of data collection, the researchers asked their subjects to provide information on a host of topics, including educational and occupational attainment, job satisfaction, attitudes and aspirations, and self-esteem. The thoroughness and comprehensiveness of the study, if not the ingenuity of the report, are dazzling. A major organizing principle of the study was time: Did particular behavior and its correlates show change or stability over the five data collection periods?

Among the major findings, we note that educational attainment may essentially be predicted from a tenth grader's college plans, his negative or positive attitudes toward school, his delinquent behavior or lack of it, his academic curriculum, his grade failure or passing, and most of all his average grades in the ninth grade. Academic attitudes and interests prior to high school, moreover, seem to have a powerful impact on later occupational status.

These findings hardly surprise us. Other findings, however, are less obvious. For example, increased education may yield heightened job status, yet it may also produce people frustrated by underemployment. In other words, education yields dissatisfaction with one's occupational lot as often as it increases career possibilities.

Similarly, the matter of self-esteem is not so easily understood. For these young men, self-esteem scores appear to change over time. In a way, self-esteem "anticipates" educational attainment as much as it is accounted for by educational attainment. Surprisingly, personal background factors and intellectual ability tend to account less for self-esteem as one grows older. Consonant with this finding is the overpowering evidence of the effect on personal development of unemployment. Being out of work clearly has very harmful effects on young men. On a different topic, the authors demonstrate the slowly closing gap in beliefs and attitudes (especially regarding racial matters) held by youth who attend college and those who do not.

One would hope that the popular media would show awareness of some of the valuable data presented in this well-conceived and competently executed study. It is a shame that despite the existence of worthwhile scientific projects like this one, the general public continues to be misinformed and hence to believe that social scientists do little more than document what is obvious to common sense.

Reviewed by **Thomas J. Cottle,** *lecturer in psychology, Harvard Medical School. His recent books include* Barred from School, Busing, Children in Jail, *and* Black Testimony.

Must We Bus? Segregated Schools and National Policy by **Gary Orfield.** The Brookings Institution. 470 pp. Cloth, $16.95; paper, $7.95.

No issue in U.S. education has been more divisive in recent years than the national controversy over busing for school desegregation. No issue has offered more potential for positive change and improvement of U.S. public schools than the movement for effective desegregation and integration.

Americans have conflicting positions on desegregation. This situation has created both the confusing switches in official policy and the continuing failure of the courts, of Congress, and of the Executive Branch to take positive action to end official school segregation.

Few people today deny the schools' need for integration, yet most of them oppose the use of busing as a means to accomplish it. Many Americans were willing to impose desegregation when they considered the South to be a region separate from the rest of the country. Now, however, some of them express violent anger over the prospect of school desegregation in their own communities.

Despite the controversy, school desegregation has brought many positive changes and remains practicable in hundreds of school districts. Our failure "to get our act together" is testimony to the political effectiveness—or destructiveness—of the use of "busing" as an irrational, symbolic issue and to the effect of a political system whose chief branches have failed to fulfill their constitutional responsibilities.

In this absorbing and comprehensive study, Gary Orfield examines the constitutional requirements for desegregation and describes what the courts have done. He analyzes the issues inherent in urban desegregation, the failure of efforts to end job and housing discrimination, and the special problems of groups other than Blacks who are also caught up in the struggle to obtain equal educational opportunity. His discussion of Hispanic concerns is particularly thoughtful and responsive to the unique needs of a growing and significant population.

Orfield concludes that there is no practical alternative to busing in carrying out school desegregation, that it is a feasible and relatively inexpensive technique, and that it works best when plans cover entire metropolitan areas rather than central cities only.

As long as most of our elected leaders ignore the issue of spreading urban segregation while assailing the solutions devised by the courts, *Must We Bus?* will be extremely useful to people who are determining policies for local, state, and national efforts to alleviate segregation.

Reviewed by **Boyd Bosma,** *human relations specialist, NEA Teacher Rights.*

"Cheer up. What other art teacher gets to prove his versatility by teaching two sections of English and one history course and by coaching the baseball team?"

Notable Children's Books, 1978

The books on this list were selected by the Notable Children's Books Committee of the Association for Library Service to Children, a division of the American Library Association, aided by the ALSC Newbery-Caldecott Committee and by suggestions from school and public librarians throughout the United States.

These books were selected as notable among the several thousand children's books published in 1978. Included are books of especially commendable quality; books that exhibit venturesome creativity; and books of fiction, information, poetry, and pictures for children (through the age of 14) that reflect and encourage children's interests in exemplary ways. In making selections, the committee considered literary quality; originality of text and illustration; clarity and style of language; excellence of illustration, design, and format; subject matter of interest and value to children; and likelihood of acceptance by children.

Many of the books are available in Braille, talking books, or large type. Consult your Regional Library for the Blind.

Single copies of this list are available for 15¢ from ALA Order Dept., 50 E. Huron St., Chicago, IL 60611. Information about quantity discounts appears on the list.

Younger Readers

Moon Bear. Frank Asch. Round brown bear mopes and worries as the full moon he loves wanes, but all is saved by a sweet trick. With intricately patterned drawings. Scribner, $7.95.

Wagon Wheels. Barbara Brenner. Pictures by Don Bolognese. This easy reader, based on an actual happening, follows the trek of a motherless Black family as they seek land in the Kansas territory during the post-Civil War era. Harper, $4.95.

The Snowman. Raymond Briggs. A small boy's enchanted night of adventure with his snowman, indoors and out, in softly colored pictures. Random, $4.95.

Freight Train. Donald Crews. Clear, bright illustrations show all the cars of a train from red caboose to black steam engine, bringing the reader the excitement of movement through day and night, country and city. A Caldecott Honor Book. Greenwillow, $6.95.

The Most Amazing Hide-and-Seek Book. Robert Crowther. A push-pull alphabet book reveals a hidden zoo behind bold, black cutout letters. Kestrel Books/Viking, $5.95.

Is It Red? Is It Yellow? Is It Blue? Tana Hoban. An adventure in color. Vibrant full-color photographs invite children to identify colors and to explore shapes, sizes, and relationships. Greenwillow, $6.95

Happy Birthday, Sam. Pat Hutchins. Pictures in bright color and solid design combine to tell the story of Sam, whose birthday wish to be taller is granted by a single gift. Greenwillow, $6.95.

Little Things. Anne Laurin. Illustrated by Marcia Sewall. Normally little things don't bother Mr. B, but when his wife knits a blanket that grows into a big thing, Mr. B's patience comes to an end. With penciled scenes of country living. Atheneum, $5.95.

Grasshopper on the Road. Arnold Lobel. (An I Can Read Book.) Wherever nonconforming Grasshopper goes, he meets insects with habits as memorably funny as his own. An easy reader with gentle earth-toned drawings. Harper, $5.79.

Gregory Griggs, and Other Nursery Rhyme People. Arnold Lobel. Droll illustrations add personality and new life to a choice collection of 34 less familiar nursery-rhyme people. Greenwillow, $7.95.

George and Martha One Fine Day. James Marshall. Two fine friends, the hippopotami George and Martha, continue their friendship through five funny situations, developed in the author's familiar ludicrous graphics. Houghton, $5.95.

Oh, Were They Ever Happy! Peter Spier. Sometimes help comes in rollicking ways as three children paint their house, yard, street, pets, and selves, providing dubious pleasure to adults. Oh! Were they ever happy?!! The artwork features appropriately runny colors. Doubleday, $5.95.

John Brown, Rose and the Midnight Cat. Jenny Wagner. Illustrated by Ron Brooks. Australian artist Brooks's plush textured paintings create a memorable trio: a wandering cat, a possessive dog, and a kindly woman, who enter into a warm, if grudging, relationship. Bradbury, $7.95.

A Special Trade. Sally Wittman. Pictures by Karen Gundersheimer. Quietly and surely young Nelly and Old Bartholomew change places as both grow older. In a series of fine-lined pictures, youth learns to help age as once age helped youth. Harper, $7.95.

Middle Readers

Silas and the Black Mare. Cecil Bødker. Translated from the Danish by Sheila La Farge. Runaway Silas is repeatedly robbed and roughed up in a story as wild and vigorous as its hero. A Merloyd Lawrence Book. Delacorte, $6.95.

Panda. Susan Bonners. A short text follows the birth and life of a giant panda, with soft watercolor and gouache paintings enriching the picture book format. Delacorte, $6.95.

Hickory. Palmer Brown. A lyrical tale of the companionship and growth of a mouse and a grasshopper. Harper, $7.49.

Absolute Zero: Being the Second Part of the Bagthorpe Saga. Helen Cresswell. A wacky, whirlwind comedy about an unforgettable family. Macmillan, $6.95.

Bagthorpes Unlimited: Being the Third Part of the Bagthorpe Saga. Helen Cresswell. A new look at this fiercely comic, yet competitive family. Macmillan, $6.95.

The Girl Who Married a Ghost, and Other Tales from the North American Indian. Edward S. Curtis. Collected and photographed by the author. Edited by John Bierhorst. Nine American Indian stories collected by the famous writer-photographer of the early 1900's. Four Winds, $9.95.

Escape to Freedom: A Play About Young Frederick Douglass. Ossie Davis. Douglass' rise from slavery to freedom is depicted with dialogue, music, and dance. Viking, $7.95.

Dr. Beaumont and the Man with the Hole in His Stomach. Sam and Beryl Epstein. Illustrated by Joseph Scrofanti. A dual biography of the ambitious doctor and his recalcitrant patient who

(continued on page 80)

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together made a tremendous contribution to our knowledge of the digestive system. Coward, $5.49.

Something on My Mind. Tom Feelings. Words by Nikki Grimes. Free verse extends a series of sketches and portrait studies of Black American children. Dial, $7.50.

The Girl Who Loved Wild Horses. Paul Goble. Vivid color illustrations with care for detail, mood, and movement frame the dramatic story of a Plains Indian girl's love for wild, free horses. 1979 Caldecott Medal Book. Bradbury, $8.95.

Whale Watch. Ada and Frank Graham. Illustrated by D. D. Tyler. A survey of the whale in history and its future in our lives. An Audubon Reader. Delacorte, $6.95.

Honey, I Love, and Other Love Poems. Eloise Greenfield. Pictures by Diane and Leo Dillon. A poetic blend of illustrations and words describes everyday life and lifelong love. Crowell, $4.95.

Passover. Howard Greenfield. Illustrated by Elaine Grove; designed by Bea Feitler. A dignified text, illustrated in the style of early woodcuts, and excellent book design coalesce to illuminate history and tradition in this Jewish holiday. Holt, $5.95.

Banana Twist. Florence Parry Heide. A hilarious romp with Jonah and Goober as they are forced by coincidences and misunderstandings into a wacky friendship. Holiday, $6.95.

Great-Grandfather, the Baby and Me. Howard Knotts. A child's fears over the addition of a new baby are eased with his great-grandfather's story, a reminder that a new life is a miracle. Atheneum, $5.95.

Snakes. Nina Leen. A photographic essay on the life cycle and behavior patterns of snakes. Holt, $6.95.

Mr. Yowder and the Giant Bull Snake. Glen Rounds. The humor of this tall tale flows through the words and line drawings. Holiday, $5.95.

The Little Deer of the Florida Keys. Hope Ryden. Photographs by the author. A photographic essay describes the miniature deer and efforts to save this endangered species. Putnam, $7.95.

Kidnapping Mr. Tubbs. Don Schellie. Two adventurous teenagers "kidnap" an older ("reckon I must be near a hundred") cowboy and take him on a funny and bittersweet journey. Four Winds, $6.95.

Discovering the Mysterious Egret. Jack Denton Scott. Photographs by Ozzie Sweet; line drawings by Pamela Sweet Distler. A photographic survey of the mysteries surrounding the egret's migration and behavior. Harcourt, $7.95.

Mimosa, the Sensitive Plant. Millicent E. Selsam and Jerome E. Wexler. Sharp photographs, combined with facts and suggestions for additional experiments, provide an introduction to the scientific process. Morrow, $6.95.

The Sea View Hotel. James Stevenson. Hubert, the mouse, is disappointed when he arrives at a resort to find there are no children. Happily he teams up with Alf, the canine handyman, and has a delightful time. Greenwillow, $6.95.

Self-Portrait: Margot Zemach. Margot Zemach. A Caldecott Award-winning artist tells her own story in words and pictures. Addison-Wesley, $7.95.

Older Readers

Queen of Hearts. Vera and Bill Cleaver. A grandmother and grandchild battle the pains of growing up and becoming older. Lippincott, $8.95.

Bridges. Scott Corbett. Illustrated by Richard Rosenblum. The importance of bridges, the people involved in their development, and their engineering problems are presented in informative text with precise line drawings. Four Winds, $6.95.

The Murderer. Felice Holman. Sometimes funny, sometimes poignant vignettes of a Jewish boy growing up in a Polish mining town. Scribner, $7.95.

The Hawks of Chelney. Adrienne Jones. Drawings by Stephen Gammell. Mystery and myth combine in this tale of a boy who has a mystical relationship with nature. Harper, $7.89.

The Dark Princess. Richard Kennedy. Illustrated by Donna Diamond. Love and its depth are explored through a sadly ended fantasy tale. Holiday, $7.95.

Beauty: A Retelling of the Story of Beauty and the Beast. Robin McKinley. A romantic retelling of a classic fairy tale in novel form. Harper, $7.89.

It Ain't All for Nothin'. Walter Dean Myers. A realistic novel that tells of coping, survival, and growth in the streets of a ghetto. Viking, $8.95.

The Case of the Baker Street Irregular: A Sherlock Holmes Story. Robert Newman. A perfect introduction to Mr. Holmes and his deductive reasoning, told with action and suspense. Atheneum, $7.95.

The Devil in Vienna. Doris Orgel. A suspenseful and poignant story of love and loss between two Viennese girls as Hitler gains power over their country. Dial, $7.95.

The Great Gilly Hopkins. Katherine Paterson. Gilly, bounced from two foster homes, meets up with Mrs. Trotter, William Ernest, and Mr. Randolph—a combination that challenges Gilly's defenses and leads to an understanding of life and love. A Newbery Honor Book. Crowell, $6.95.

A Chance Child. Jill Paton Walsh. A boy's dreamlike journey through time into the England of the Industrial Revolution reveals early exploitation of child labor. Farrar, $7.95.

The Westing Game. Ellen Raskin. The game is the thing in this marvelous compilation of events and characters. 1979 Newbery Medal Book. Dutton, $7.95.

The Iron Road: A Portrait of American Railroading. Richard Snow. Photographs by David Plowden. A fascinating tribute to railroads that relates them to the lives of all Americans. Four Winds, $8.95.

The Book of the Dun Cow. Walter Wangerin, Jr. An elaborate, powerful fable of life, death, and love. Harper, $6.79.

All Readers

Anno's Journey. Mitsumasa Anno. A distinguished Japanese artist depicts Western European culture as a festival that is approached, experienced, and then regretfully left behind by a traveler. The festival, though predominantly medieval in character, on closer examination is seen to transcend time. Collins, $7.95.

The Way To Start a Day. Byrd Baylor. Illustrated by Peter Parnall. A poetic and visual depiction of a variety of ways to greet the dawn. Strength and flow of the illustrations dramatize the continuity of the idea. A Caldecott Honor Book. Scribner, $8.95.

Kids' America. Steven Caney. A potpourri of history, crafts, recipes, toys, facts, and mythology that extends a child's view of this country. Workman, $12.95, hardbound; $6.95, paper.

The Clown of God: An Old Story. Tomie de Paola. A sparse retelling of the legend of a juggler whose offering to the Holy Child surpasses the gifts of the wealthy. Rich, stylized illustrations evoke the style of the Renaissance. Harcourt, $8.95.

Stopping by Woods on a Snowy Evening. Robert Frost. Illustrated by Susan Jeffers. A highly original visual interpretation by a distinguished artist of a well-known poem. Dutton, $7.95.

Family Scrapbook. M. B. Goffstein. In spare style, a fine distillation of experience into memory. Farrar, $5.95.

My Noah's Ark. M. B. Goffstein. The joy and love with which a father created a wooden toy is communicated through generations, and endures to cheer its original recipient, who at 90 is the final survivor of her family. Harper, $6.49.

Small Worlds Close Up. Lisa Grillone and Joseph Gennaro. A new scientific tool, the "scanning electron microscope," illuminates details of animal, vegetable, and mineral worlds, emphasizing structure and other scientific information in a dramatic way. Crown, $7.95.

The Great Song Book. Timothy John, editor. Music edited by Peter Hankey. Illustrated by Tomi Ungerer. A varied collection of familiar songs, generously expanded by full-color paintings. Benn Book Collection. Doubleday, $12.50.

The Queen of Eene. Jack Prelutsky. Pictures by Victoria Chess. Fourteen poems, along with wry, softly textured drawings, highlight outrageous people and animals cavorting in their world. Greenwillow, $6.95.

Wild Foods: A Beginner's Guide to Identifying, Harvesting, and Cooking Safe and Tasty Plants from the Outdoors. Laurence Pringle. Photographs by the author. Illustrated by Paul Breeden. What closer encounter could one have with the vegetable world than to collect, prepare, and savor some of its more palatable members? A flawless field guide to common plants. Four Winds, $9.95.

A Peaceable Kingdom: The Shaker Abecedarius. Alice and Martin Provensen. Afterword by Richard Meran Barsam. A richly illustrated edition of an 1882 Shaker rhyme. Viking, $8.95.

The Lines Are Coming: A Book About Drawings. Hans-Georg Rauch. Lines—thin, thick, curly, or ugly—combine to show a variety of shapes and designs in a complete and complex way. Scribner, $7.95.

Where Can the Animals Go? Ron Wegen. Crisp text and dramatic photographic illustrations present the encroachment of man and technology upon African wildlife. Greenwillow, $6.95.

The Magic Orange Tree, and Other Haitian Folktales. Diane Wolkstein. Drawings by Elsa Henriquez. Authentic Haitian stories with local color and flavorful dialogue are prefaced by the collector's notes. Knopf, $6.95.

Still More Small Poems. Valerie Worth. Illustrated by Natalie Babbitt. The ordinary becomes astonishing when one experiences these spare poems. Their creator has communicated every nuance of her unique perceptions. Farrar, $5.95. ☐

New NEA Publications

Please use stock numbers (shown in parentheses) and enclose payment for orders under $10. Mail to NEA Distribution Center, The Academic Bldg., Saw Mill Rd., West Haven, CT 06516.

Adventure Education. David E. Wood and James C. Gillis, Jr. Contains a brief history of the Outward Bound adventure-type programs, a summary of relevant research with an extensive bibliography, and practical how-to information in the form of problem-solving activities. Prepared as a primer for practitioners interested in this area of instruction at the upper elementary, middle, and secondary levels. 56 pp. 1979. (1677-7-0F) $2.50.

Algebra Through Applications with Probability and Statistics. National Council of Teachers of Mathematics (NCTM). A self-help text or alternative to the standard algebra text. Two-volume set. 752 pp. 1979. (A301-09596&8) $9.50.

Applied Linguistics and Reading. Robert Shafer, editor. International Reading Association (IRA). Collection of 12 papers on linguistic applications in the reading process, plus sociolinguistic and psycholinguistic relationships to reading. 174 pp. 1979. (A351-00722) $6.

Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Phillip A. Heath and Thomas Weible. Provides practical suggestions on teaching ideas, sources of information, and classroom management, from planning through evaluation. Emphasizes approaches and strategies to help teachers who have limited background in teaching decision-making skills. 72 pp. 1979. (1516-9-0F) $4.75.

Elements of Early Reading Instruction. R. Baird Shuman. Analyzes and synthesizes the findings of neurophysiologists, linguists, dialectologists, and transformational-generative grammarians. Deals with such topics as the learning processes of young children, reading readiness, basal readers, phonics, linguistic science, miscue analysis, and dialects. 96 pp. 1979. (1623-8-0F) $5.50.

Guidelines for the Preparation of Teachers of Mathematics. Second edition. NCTM. States recommendations in terms of specific competencies that are intended to help improve teacher education programs and to aid those involved in the accreditation and certification processes. 31 pp. 1979. (A301-09452) $2.15.

Oral Language: Expression of Thought. (IRA). Nicholas Anastasiow. Updated edition. Discusses how language development is related to the child's motor, emotional, and cognitive development; explains problems of children who speak Black English; and suggests ways of assessing and further developing language facility and readiness to read. 48 pp. 1979. (A351-00840) $2.

Salary Schedules 1978-79. NEA Research Report. 12 pp. 1979. NEA members' price (1663-7-0F) $1.25; nonmembers' price (1663-7-1F) $2.50.

Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Report. 32 pp. 1979. NEA members' price (1662-9-OF) $3; nonmembers' price (1662-9-IF) $8.

Teacher Retirement Systems: Summary of the 1977 Survey. NEA Research Report. 28 pp. 1979. NEA members' price (1661-0-0F) $2; nonmembers' price (1661-0-1F) $3.50.

Teacher Supply and Demand in Public Schools, 1978, with Population Trends and Their Implications for Schools, 1979. NEA Research Report. 12 pp. 1979. NEA members' price (1664-5-0F) $2; nonmembers' price (1664-5-1F) $3.50.

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Classroom Tips

By JANE TYLOR FIELD
Retired Teacher of English and Creative Writing, Chula Vista, California.

These are suggestions made or collected by Ms. Field, and she urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary levels for possible use in future issues of Today's Education. *Ms. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.*

Mail suggestions to Box CT, Today's Education, *1201 16th St., N.W., Washington, DC 20036.*

Now come the months when we count our blessings and share our bounty. Young persons especially like to give but do not always have the wherewithal to do so. Here is an idea to help you help them to be generous.

Jean E. Miller, librarian of the Van Buren, Maine, District High School, tells about a successful book exchange suggested by the school's humanities head, Lela Phillips.

Dr. Phillips and the students decorated cardboard boxes and distributed them around the school. Then the students and the teachers filled the boxes with their own no-longer-needed books and magazines. (This would work for records and tapes also.)

Eventually, they spread the collected material over large tables in the media center. For two days the students came into the center to select new (to them) reading material to keep themselves or to give as presents. They were limited at first to two items apiece so that all those interested could share in the bounty.

Over 500 items were recycled, some of them very special ones. *The Complete Works of Shakespeare* was snatched up immediately. Nature magazines were real prizes. The event was so successful that Van Buren District High School plans to make it an annual affair.

A favorite idea of my own is for a class (or classes) to give their school the nucleus of a museum. Even though space is often scarce, an enterprising student group might find a wall area to hold cabinets for mementos of the past that students and visitors to the school would enjoy looking at.

If a school is educating its second or third generation, students might obtain pictures, old programs, trophies, athletic jackets, fancy prom clothes, and literary magazines from graduates. If any alumni have become famous in the arts, early samples of their work would be treasures. There may also be boxes of museum-worthy "artifacts" waiting to be excavated from nooks and crannies in the school itself.

Ask local newspapers what they can spare from their morgues: pictures of ground-breaking ceremonies? Of early faculty members?

Talented students might tape a short history of their school's past and make appropriate electronic arrangements so the tape can "talk" to museum visitors at the push of a button.

Students should catalog display material, make out informative cards for each item, and change displays periodically.

Here is another idea to help children learn and to be thankful about their world. Dorothy D. Mangle, principal of Freedom District School, Sykesville, Maryland, tells about a cross-country jogging project that was suggested by the school's physical education specialist, Marie Douglas, who wanted the children to develop an interest in jogging as healthful exercise. With the help of a fifth grade teacher, Mark Vigliotti, Ms. Douglas decided to get a program going last school year.

First, they chose a far-off destination for children to "run" to—San Diego—and wrote to schools in California, asking if the schools were willing to join the project.

Only one school answered—Anderson Elementary School in the San Diego City School System. Anderson's principal is a long-distance runner himself.

Here's how the program worked. Each morning between the time the buses arrived and the start of school, the children ran on a one-quarter-lap track laid out on a playground. After each circuit, they ran through a "toll booth" where they received a ticket. At the close of each day, the children turned in their tickets, and the total mileage run was calculated by adding the children's individual mileages together. Then the children charted their progress toward their destination on a map located in the main hallway of the School.

The children "reached" San Diego in the middle of last May, but their enthusiasm was still building, not waning, so they began jogging up the West Coast before heading home by the northern route.

Freedom District School was pleased with the assistance it received from parents, who came early in the morning to run with the children and staff. Many stayed to help the children complete their individual mileage charts, and others shared slides and snapshots of places the runners "visited' on their trip. The school was also pleased with the letters written between Freedom School and Anderson School students, the high rate of student participation, local TV coverage (the whole Baltimore area was cheering them on), and the students' increased knowledge of map reading and of historic and other geographical sites. No children were late for school, and they all remembered to bring their sneakers.

Perhaps the most fascinating aspect of the project was the intensity with which the children pursued the journey. They watched the national TV news to find out what conditions would be in places they were approaching. Their imaginations ran wild: Along the way, they "visited" one child's grandmother and the principal's college roommate, and they "gambled" in Las Vegas.

Edward J. Brennan, social studies K-12 chairman in Fairfield, Connecticut, also believes in keeping kids on the move—in his case, up in the air. He teaches a unit on the secondary level on the geography of the Bridgeport-Fairfield region that culminates in a 25-minute airplane ride over the area to give students a good look at what they've been studying.

(Before undertaking such a program, teachers will want to investigate relevant insurance programs of the school district and of the flying agency as well as any liability policies of their own.)

Brennan's class studies the differences and similarities of urban and suburban areas. Here are the aspects they analyze and compare:

- Topography, landscaping, and traf-

fic patterns

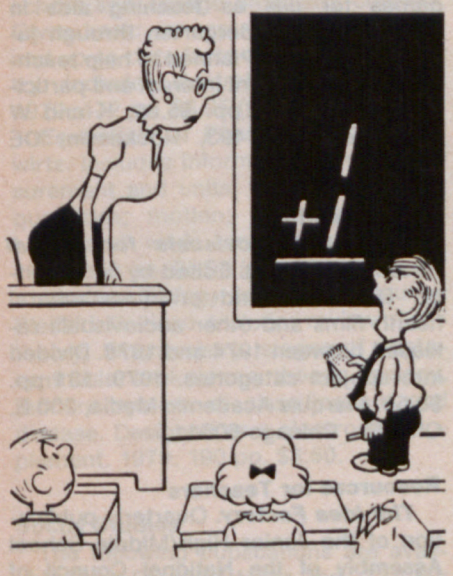
- The relationship between population density, zoning, and land use
- Architectural differences, commercial and industrial development, and cultural and health facilities
- Racial/ethnic residential patterns and transportation systems.

Lectures, discussions, readings, and a preview of photos and film taken on previous plane trips help the students get started. They examine local street maps as well as regional planning agency maps that show existing zoning, land use, and development plans.

At the conclusion of the unit, the class goes to an airfield where several small planes, in rotation, take three youngsters at a time up for a look at their community from 2,000 feet. The kids pay $3.50 each for the flight.

National Energy Education Day (NEED), a project established by one-time New York physics teacher, Gerard Katz, will be celebrated on March 21, 1980. The purpose of NEED is to provide the public with mass education about energy via a single evening program of entertainment and information. The teachers for that evening will be America's schoolchildren, who will have completed—if NEED's strategy is carried out—four weeks of intensive study about energy in their schools before making their presentations. These are envisioned to take place on stage or in a theater or perhaps even in a TV studio.

Teachers interested in preparing their students for such a night on March 21, 1980, should write for information to NEED Headquarters, P.O. Box 12, Earlton, NY 12058. □



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Lovejoy's College Guide. Clarence E. Lovejoy. Reference guide to 3,600 American colleges, universities, technical institutes, and religious institutions and selected foreign colleges accredited by the U.S. Regional Accrediting Associations. Includes information on expenses and financial aid and methods of selecting the right college. 1979. 386 pp. $6.95. Simon and Schuster, 1230 6th Ave., New York 10020.

Driver Education

Taking the Wheel. Wendy Stein. Discusses getting and keeping a license; getting used to a car; learning traffic signs, signals, and laws; driving in ordinary and hazardous conditions; developing physical, mental, and emotional requisites for safe driving; and becoming a defensive driver. Fourth grade reading level. 1978. 96 pp. $3.95 (prepaid). New Readers Press, Box 131, Syracuse, NY 13210.

Elementary

The Baseball Card Project. Designed for elementary students (second grade and up) to teach them how to store and retrieve information and how to make cross references. Illustrated. 1978. 7 pp. $2. Indecks, Dept. TE, Arlington, VT 05250.

The following publications are available from Random House, Inc., Westminster, MD 21157.

Charlie Brown's Fourth Super Book of Questions and Answers—About All Kinds of People and How They Live. Answers questions about customs and cultures around the world. Illustrates, with full-color cartoons and photographs, major holidays, clothing of the past and present, and life in different climates. Based on Charles M. Schulz's characters. Recommended for ages 8 to 11. 1979. 160 pp. $5.95, trade edition; $6.99, Gibraltar Library Binding.

The Sesame Street Calendar—The 1980 World Games. Michael J. Smollin. Features the Muppets—Cookie Monster, Big Bird, Oscar, and others. Includes a center spread, a full-color 13″ x 20″ detachable poster of the Muppets leading the opening day parade. 1979. $3.50.

The Sisters Impossible. James David Landis. A story of rivalry and friendship between two sisters, both aspiring young ballerinas. 1979. 192 pp. $6.95, trade edition; $6.99, Gibraltar Library Binding.

White House Children. Miriam Anne Bourne. Stories about George Washington's grandchildren, Abraham Lincoln's sons, Teddy Roosevelt's children, John F. Kennedy's children, and Jimmy Carter's daughter Amy. Designed as a step-up book for beginning readers, grades two to five. 1979. 72 pp. $3.95, trade edition; $3.99, Gibraltar Library Binding.

Circus Ideas, Resources, Classroom Activities, Useful for Schools. Packet of educational puzzles and games with a circus theme. Includes suggestions for teachers. 1979. Free with self-addressed stamped (57¢) envelope. Judith Miller, Ringling Brothers Barnum and Bailey, Dept. of Educational Services, 1015 18th St., N.W., Washington, DC 20036.

Free Stuff for Kids: The Second Rainbow Book. Lists more than 250 items including games, maps, stamps, comics, posters, toys, coins, and crafts. Includes illustrated instructions for writing letters and postcards, addressing envelopes, and handling postage. 1979. 128 pp. $3.45 (prepaid). Meadowbrook Press, 16648 Meadowbrook Lane, Wayzata, MN 55391.

The World of Animals. David Lambert. Discusses the survival of animals in their changing environments. Includes chapters on animals on coasts and mountains and in forests, grasslands, deserts, fresh water, oceans, and cold lands. Fifth grade reading level. 1978. 76 pp. $7.90. Franklin Watts, Warwick Press, 730 5th Ave., New York 10019.

Language Arts

Easy Reading: Book Series and Periodicals for Less Able Readers. Michael Graves, Judith Boettcher, and Randall Ryder. Reviews 43 book series and six periodicals for secondary and upper elementary students who read below grade level. Gives, for each review, an overall evaluation and information about readability and interest level, content, publisher, and 1978 prices. 1979. 78 pp. $3 (IRA member price); $4 (nonmember price). Intl. Reading Assn., 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711.

Libraries and How To Use Them. Jeanne B. Hardendorff. Provides a history of libraries and examines the types of materials available. Includes information on the dictionary, the encyclopedia, the atlas, and the thesaurus. Explains how to use the card catalog and where to find various materials in the library. Fourth grade reading level. 1979. 72 pp. $5.90. Franklin Watts, Inc., 730 5th Ave., New York 10019.

Learning Disorders

Detection and Prevention of Learning Disorders. Herbert Yahrues and Sherry Prestwich. Written under the direction of the National Institute of Mental Health. Describes the problems, causes, and prevention of learning disorders. 1979. 31 pp. Free. Institute for the Study and Treatment of Learning and Behavior Disorders, 1808 Country Club Blvd., Stockton, CA 95204.

Mathematics

Card Games for Mathematics. Ann M. Wilderman and Stephen Krulik. Contains instructions for 58 mathematical games for use as teaching aids in classes from kindergarten through junior high school. Planned to help teachers develop student interest and participation. 1979. 86 pp. $5.60. K and W Pub. Co., Box 493, Hockessin, DE 19707.

Mental Health

Current Audiovisuals for Mental Health Education. Edited by Jack Neher. Describes and critiques mental health films and other audiovisuals released between 1974 and 1978. Divided into subject categories. 1979. 131 pp. $8.50. Marquis Academic Media, 200 E. Ohio St., Chicago 60611.

Resources for Teachers

The Idea Factory. Quarterly publication of the Junior High/Middle School Assembly of the National Council of Teachers of English. Designed to share

ideas and activities for adolescents. Each separate issue focuses on two topics such as mythology, survival, competition, games, creative dramatics, and interdisciplinary studies. $5 per year. 12 pp. per issue. Becky Johnson, Membership, 2311 Lighthouse Ct., Richmond, VA 23229.

Moral Education: A Handbook for Teachers. Robert T. Hall. Designed for teachers in grades seven through 12, this handbook provides teaching strategies and reproducible activity sheets. 1979. 216 pp. $6.95. Winston Press, 430 Oak Grove, Minneapolis, MN 55403.

Resource Books for K-8 Teachers. Lists titles in mathematics, science, language arts, social studies, and music. 1979. Free. Paul Harry, Innovative Division, Addison-Wesley Pub. Co., 2725 Sand Hill Rd., Menlo Park, CA 94025.

The Teacher's Peer Teaching Handbook. Lynn Gray. Includes 21 activities to promote peer teaching. Suggests methods for same-age and cross-age teaching and techniques for classroom management. Includes reproducible sheets. 1978. 18 pp. $1.50 (quantity discounts available). Pittsburgh Peer Training Project, 5501 Fair Oaks St., Pittsburgh 15217.

Science

The following books are available from Barron's Educational Series, Inc., 113 Crossways Park Dr., Woodbury, NY 11797.

Essentials of Modern Chemistry Philip Perlman. Designed as a supplementary text and study guide for high school and college chemistry courses. Gives basic concepts, principles, laws, and up-to-date facts of modern chemistry. Includes illustrations and tables. 1979. 472 pp. $6.95 (paper).

Essentials of Physics. Herman Gewirtz. Includes information about measurement and units; forces and vector quantities; motion; temperature and heat; and work, energy and power. 1979. 256 pp. $5.95 (paper).

Modern Biology in Review. Maurice Bleifeld. Revised. Includes review of cell theory, biochemistry, stages of photosynthesis, evolutionary theory, ecology, modern system of classification, and disease. Designed as a classroom supplement. 1979. 190 pp. $3.50.

Social Studies

The following publications are available from Franklin Watts, Inc., 730 5th Ave., New York 10019.

An Album of Martin Luther King, Jr. Jeanne A. Rowe. Depicts King's life and the times in which he lived. Fourth grade reading level. 1970. 72 pp. $6.90.

Assassination! Kennedy, King, Kennedy. Stephen Goode. Discusses the assassinations of the three leaders and theories about each tragedy. Sixth grade reading level. 1979. 160 pp. $6.90.

The Picture Life of Martin Luther King, Jr. Margaret B. Young. Biography for young readers, kindergarten to grade three. 1968. 45 pp. $5.90.

The Changing Face of the Constitution. Don Lawson. Discusses issues such as prohibition, universal suffrage, women's rights, civil rights, and religious freedom that led to amendments to the Constitution. Seventh grade reading level. 1979. 118 pp. $6.90.

A History of Women in America. Carol Hymowitz and Michaele Weissman. Narrative history from Revolutionary times to the present. Explores themes such as women and politics, religion and the law, the life of working women, and the rise of feminine consciousness. Designed for mature readers. 1979. 400 pp. $2.95. Bantam Books, Inc., School and College Marketing Div., 666 5th Ave., New York 10019.

Sports

The World's #1 Best Selling Soccer Book. Ken and Steven Laitin. Written by children, aged 15 and 14. Discusses skills, tactics, language, and excitement of soccer. Seventh grade reading level. 1979. 120 pp. $5.95. Soccer for Americans, Box 836, Manhattan Beach, CA 90266.

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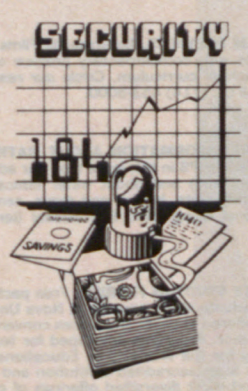

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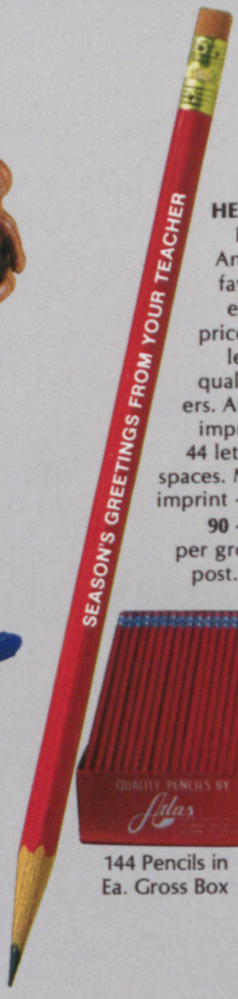

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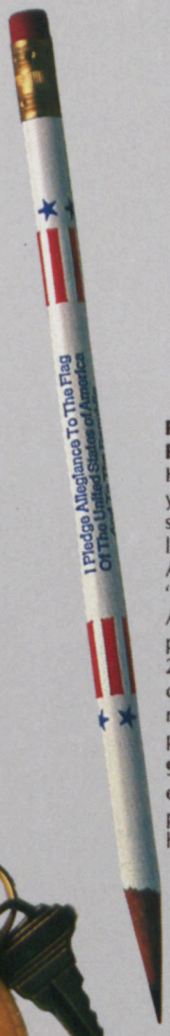

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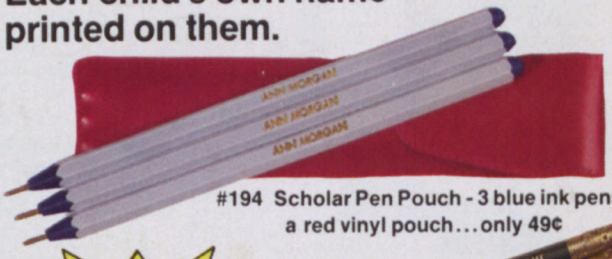

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	#174 - SUPERMAN™ Pencils	16¢	3¢	
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5	15	25	35	45	55	65	75	85	95	105	115
6	16	26	36	46	56	66	76	86	96	106	116
7	17	27	37	47	57	67	77	87	97	107	117
8	18	28	38	48	58	68	78	88	98	108	118
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